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ABSTRACT

This practicum developed a model of vertical articulation between elementary feeder schools and an intermediate school. The program and model were developed after a formal needs assessment was carried out to determine articulation problems. After problems were determined, objectives were formulated and strategies developed. Objectives that provided the bases for the program model were then implemented for treatment of the problems and further evaluated to determine their effectiveness. The objectives dealt with the schedule of meetings and the planning for articulation; articulation rationale and commitment; eighth-grade student orientation; individualized new student orientation; interorganizational staff meeting and planning; interschool teacher observations; feeder teacher familiarization with curriculum, placement, and registration; seventh-grade student familiarization with curriculum, placement information, and registration; parent orientation; and the student activities program. Evaluation revealed that each of the problems was significantly reduced by the implementation of the program objectives. Outcomes facilitated the physical movement and social adjustment of students as they moved from one school organizational level to the next and established communications between the professional staffs who work at the secondary organizational levels of the school system. (Author/IRT)

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THE DEVELOPMENT AND IMPLEMENTATION OF AN ARTICULATION MODEL BETWEEN THE INTERMEDIATE SCHOOL AND FEEDER ELEMENTARY SCHOOLS

John W. Kilpatrick

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

EA 008 447

Richmond Cluster
Dr. John Galloway

Maxi II Practicum
May, 1976

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ABSTRACT

The purpose of this practicum was to develop a model of vertical articulation between the elementary feeder schools and the intermediate school. The program and model was developed after a formal needs assessment was carried out to determine articulation problems. After problems were determined, objectives were formulated and strategies developed. Objectives which provided the basis for the program model were then implemented for treatment of the problems and further evaluated to determine their effectiveness. Evaluation revealed that each of the problems was significantly reduced by the implementation of the program objectives. Outcomes facilitated the physical movement and social adjustment of students as they moved from one school organizational level to the next and established communications between the professional staffs who work at the secondary organizational levels of the school system.

PREFACE

The City of Newport News, Virginia, is one of seven contiguous municipalities separated from one another by city boundary lines, rivers and bays, and located within a region on the southeastern seaboard of state. The combined population within these cities is well over one and one-half million people.

Newport News City has experienced phenomenal growth both in land area and population over the past eighteen years. The topographical growth was the result of the City's annexing an entire adjacent county in 1958. By incorporating this land area, a four mile square city containing a population of approximately 25,000 people was converted to a city with a land mass of approximately 64 square miles (25 miles long and two to three miles wide). Although the new city was sparsely populated except in the "east-end" area, it grew rapidly and today boasts a population of 148,000.

The Newport News Public School system is the eighth largest school division in the state. The school age population of just over 30,000 students attend 40 schools (four senior highs, four intermediate and 32 elementary). These schools are staffed by over 1,500 professional employees.

THE DEVELOPMENT AND IMPLEMENTATION OF AN ARTICULATION MODEL BETWEEN THE INTERMEDIATE SCHOOL AND FEEDER ELEMENTARY SCHOOLS

INTRODUCTION

The purpose of this practicum was to develop and implement a pilot model articulation program between the intermediate school and feeder elementary schools.

The need for the development of the articulation program was evolved as a result of the implementation of a zone-paired plan for desegregating the school system. The adoption of the plan resulted in the need to convert the 7-5 elementary-secondary school organizational structure to a 7-2-3 elementary-intermediate-senior high school organizational plan. Although the reorganization provided a new look and established a school system arrangement which provides for the specialization of instruction, it also resulted in organizational fragmentation.

Inherent in the organizational fragmentation of the school system were concomitant problems of disjointedness between organizational levels which impeded the flow of information among the professional staff and the orderly and smooth transition of students through the grade levels at the organizational breaks. This disjointedness and lack of continuity became apparent almost immediately.

Employing a questionnaire-survey technique, a comprehensive needs assessment was conducted at the secondary level in the school system to

empirically validate observed problems and to determine the specific nature and extent of those problems.

Data was collected from a random sampling of all secondary students and professional staff members. It was determined that 83.8 per cent of the students had experienced various problems when they moved from one organizational level to another. Professional staff members identified and revealed specific common concerns and problems. Ninety-eight per cent of the professional staff felt that an articulation program should be developed. It was concluded that an articulation program which provides for solutions to the professional staff communication problems and the problems of disjointedness that students experience as they move through the organizational levels should be developed and implemented.

While articulation is sometimes considered solely to be concerned with the vertical and horizontal dimensions of the curriculum, it is also concerned with the physical movement and social adjustment of students as they move through the vertical structure of a school system. As a result of the needs assessment findings, the design of this practicum was limited to and focused upon formalizing processes and procedures which are concerned with the physical movement and social adjustments of students as they move from one organizational level to another. Therefore, for the purpose of this study, articulation was defined as processes and procedures which result in the continuity of programs and practices that facilitate the smooth transition of student movement from one organizational level to another.

The development and implementation of such an articulation plan, designed to provide solutions to identified student and professional staff problems, provides for linking the organizational levels and thereby for a smooth student transition from one organizational level to another.

Using the student identified problems that were determined significant and the common concerns of the professional staff, criterion referenced objectives were developed to construct the framework of the articulation program model which would provide a solution for the disjointedness between the elementary seventh grade and intermediate school eighth grade organizational levels.

Specifically, ten objectives were constructed from the needs assessment findings and carried out for developing the articulation model. One of the objectives was concerned with the development of an articulation rationale; one established a calendar of meetings; three were concerned with various type orientation programs; one dealt with substantive inter-school staff communications; one involved professional staff inter-school observations; one was concerned with familiarizing the feeder school professional staff with eighth grade curriculum and registration information; one was concerned with familiarizing rising eighth grade students with curricular information, and the one remaining provided eighth graders with student activities program information.

Each objective in the program model was carried out and formatively evaluated. This procedure permitted immediate conclusions to be drawn

regarding both beneficial and unhelpful dimensions of providing a program of linking the organizational levels. With the exception of one objective, all objectives were successfully carried out.

After all objectives were implemented and formatively evaluated, the work was evaluated by both internal and external summative means. The formative and internal summative evaluations provided the basis for final conclusions and recommendations.

Concurrently, while the intermediate practitioner was developing the articulation pilot model joining the elementary seventh grade with the intermediate eighth grade level, a senior high practitioner was developing a similar model which would articulate the intermediate ninth with the tenth grade senior high school. Information derived from the two pilot-model programs was synthesized into a third document to provide a complete model for secondary school articulation.

IDENTIFICATION OF THE PROBLEM

Prior to August, 1971, the Newport News Public School system was organized in a simple 7-5 school organizational pattern. A number of elementary schools containing grades one through seven, clustered in one geographical region, fed its seventh grade classes into one comprehensive high school containing grades eight through twelve which was located in the same general area.

In August, 1971, a zone paired plan for racially balancing the school system was adopted. The city was divided into three zones ("east end", Zone I; "mid-town", Zone II; "north-end" surburbs, Zone III) which served as a basis for implementing the plan. (See Appendix A: "A Topographical Outline Map of Newport News City".) The plan resulted in the need to organizationally restructure both the elementary and secondary schools.

The new elementary organizational plan evolved can be described as a K-2-3-2 pattern, while the five year comprehensive high school plan was divided into a 2-3 (eighth and ninth grade intermediate and tenth, eleventh and twelfth grade senior high) secondary pattern. (See Appendix B: "An Analysis of The Structure and Organization of Newport News Public Schools" - A Graphic.)

Internal organization composition at the elementary level is complex. Zone I schools are organized in a K-2 and 6-7 pattern. Reciprocating Zone II schools are by necessity organized in a K-5 plan with K-2 and 3-5

segments. Third, fourth and fifth grade students living in the inner-city (Zone I) are predominantly black and bused to the mid-city predominantly white residential area (Zone II) schools. In the sixth and seventh grade, these same students attend their neighborhood schools in Zone I, and Zone II students are bused into the Zone I area schools. Five of the Zone III elementary schools which contain grades three, four and five feed into Zone I schools containing sixth and seventh grades. With this exception, Zone III is treated similar to a neighborhood school zone. This organizational pattern assures a 50 per cent to 70 per cent infusion of students from differing communities.

The point at which the organizational structure is most complex is between seventh and eighth grade levels where various elementary seventh grade schools cross-feed either three or four intermediate (eighth and ninth grade) schools. That is, no cluster of feeder elementary schools within a geographical area exist to feed a common intermediate school. Each of the four intermediate schools receives students from many and most of the same feeder elementary schools. The four intermediate schools feed directly into a paired senior high. The new school organizational pattern requires, in some instances, that five different schools be attended before a student matriculates in the senior high school.

Staffs at the various school organizational levels have always worked in relative isolation from one another since no formal plans for communicating and no programs of practices and procedures have existed for linking the school levels. Under the former school organizational plan characterized

by a "straight-line" feeder system, communication when attempted between the high school and elementary feeder schools was relatively easy since each was part of a regional cluster and fed directly into only one high school. The comprehensive high school contained grades 8-12 and the transition of student movement through the secondary grade levels was simplified since the total secondary school experience was confined to the one building.

The reorganization of the schools has resulted in a system with highly fragmented organizational levels requiring an extremely complex feeder system. Whereas, the former 7-5 organizational plan provided for "straight-line" and simple linkage between the elementary and secondary organizational levels, the new system, while specific, is fragmented and complicated. Each seventh grade elementary feeder school feeds three to four intermediate schools which tends to prevent smooth linkages between schools. This organization requires students contained in one seventh grade class to be disbursed to as many as four intermediate schools for eighth grade classes. The former school organizational structure, because of the straight line linkage, provided for relative ease in communication; the new organizational plan, being complicated because of its complex feeder system, impedes the natural flow of communications and information from the elementary feeder seventh grades to the intermediate eighth grades to the intermediate eighth grade receiving school.

STATEMENT OF THE PROBLEM

Because of the organizational fragmentation and resulting disjointedness, a number of problems have developed. These problems are manifested in the lack of smooth physical movement and social adjustment of students as they move through the organizational breaks, and the lack of shared information among professional staff members who teach at the seventh and eighth grade organizational levels.

DEFINITION OF ARTICULATION

Articulation is defined as processes and procedures which result in the continuity of planned programs and practices that facilitate the smooth transition of student movement from one educational organizational unit to another. Such a program of practices and procedures provides for linking the organizational levels and assures smooth student transition through the organizational breaks.

RESOLUTION OF THE PROBLEM

The development and implementation of a formal plan of articulation predicated on identified student and professional staff needs which results in systematizing programs of practices and procedures to effect smooth physical movement and the social adjustment of students as they move through the seventh to eighth grade organizational break and improve communications between professional staff members who work at the two organizational levels, would serve to link the levels, prevent the present disjointedness, and provide a solution to the problem.

Development and Implementation of the Needs Assessment

Being aware of the apparent disjointedness, resulting in the lack of continuity of student movement through the organizational breaks, and the lack of communication between professional staff members who work at the seventh and eighth grade organizational levels, and taking cognizance of a school evaluation visiting-committee's recommendation that an articulation program be developed, this practitioner formulated a proposal for conducting a formal needs assessment to verify problems and determine whether an articulation program was needed. The plan was presented to the secondary school curriculum coordinator and director of instruction who approved it and made arrangements to have it formally presented to the Superintendent and his Cabinet.

On February 14, 1975, a detailed proposal was presented to the superintendent's cabinet to carry out a formal needs assessment and, if justified, to develop an articulation program for providing smooth linkage between the elementary feeder schools and the intermediate school. The program, if successfully developed, would be used as a model for the school system. (See Appendix C: "Articulation Proposal Agenda".)

The presentation included a complete description of the planned strategy for formally determining articulation problems, requirements for carrying out the project in terms of time and effort and how the project would be evaluated.

Articulation problems would be determined by conducting a needs assessment using questionnaires to survey both students and the professional

staff. Identified problems would be converted to objectives. Objectives would form the substantive basis for the project. Strategies for satisfying objective requirements would be developed after objectives were determined. Evaluation of the project would be completed both formatively as part of the on-going process and summatively after completion of the project.

At the Cabinet meeting, it was decided that the needs assessment would be carried out by sampling all level secondary students and professional staff members. This method would provide a way of determining problems of not only those students who had immediately passed through the organizational breaks, but also problems which students encountered two and three years previously. The sampling would include one out of every twenty students in the secondary schools by English classes and one in every four secondary professional staff members.

The Cabinet gave approval for carrying out the needs assessment and conditional approval for developing the articulation model. Needs assessment findings were to be reported to the Cabinet before final approval for project development would be given.

Principals of the four intermediate and four senior high schools who had been generally kept apprised of the proposed articulation program were contacted and informed of the Cabinet's decision to permit the articulation needs assessment to be conducted in the secondary schools. Each principal was asked to assist by personally assuming liaison responsibility for getting all appropriate materials to and from individuals who would be involved and to return the materials at the appropriate designated time.

The student and professional staff questionnaires for carrying out the needs assessment were developed and validated and refined by mini-sampling a broad spectrum of students and the professional staff of one intermediate and one senior high school. (See Appendix D: "Professional Staff Articulation Questionnaire", and Appendix E: "Student Articulation Questionnaire".)

The director of research was contacted and asked to make arrangements for securing from data processing the name of every twentieth student enrolled in the eight secondary schools. The retrieved information was to be by grade level showing the name of the school, teacher's class with the randomly selected students. The purpose was to assure a process of getting survey materials to the selected individuals.

Professional staff members would be selected from the school system's directory of personnel. One out of every four teachers was selected by selecting every fourth name listed for each secondary school. This would provide names of members of the teaching staff including department chairmen and guidance counselors. In addition, at the building level each principal and assistant principal for instruction was selected to be respondents. At the central office level an assistant superintendent, an administrative assistant, the director of instruction, subject supervisors and curriculum coordinators were asked to respond to the questionnaire. The list comprised a total of 203 professional staff members.

A conference with the director of data processing was arranged and the needs for questionnaire analysis requirements were outlined. Assurance

was given that a computer program for ascertaining the questionnaire analysis requirements could be written and the analysis provided.

A print-out of 565 students' names with other appropriate information (grade level, name of school and teacher's class) for making the student survey was received from data processing through the director of research. Packets of student survey materials were prepared for each school with appropriate instruction to the teacher for administering the survey. In addition, 203 professional staff questionnaire packets with appropriate instructions were prepared. (See Appendix F, Memo: "Student Articulation Questionnaire", and Appendix G, Memo: "Professional Staff Articulation Questionnaire".) These materials were personally delivered to the principal of each secondary school May 14, 1975. Completed surveys were returned Friday, May 23, 1975, and sent to data processing for analysis.

Analysis and Interpretation of The Needs Assessment

Analysis of the professional staff questionnaire reveals that of the 203 staff members surveyed, 154 responded for a 75.8 per cent return. Ninety-eight per cent of the respondents felt that an articulation program was needed. Common concerns that all professional staff members identified as problem areas were (1) appropriate attitudes for articulation, (2) communication, (3) time for meeting and planning together, and (4) grouping and placement of students. Other problem areas were identified by various categories of respondents, however, no concensus among these groups could be determined. (See Appendix H: "Ranking of Professional

Staff Questionnaire Responses", and Appendix I: "Analysis of The Professional Staff Questionnaire", and Appendix J: "Summary of Analysis and Interpretation of Needs Assessment".)

Four hundred thirty-eight of the 565 randomly selected students responded to the student questionnaire for a 77.5 per cent return. Three hundred sixty-seven of the 438 or 83.8 per cent of the respondents indicated they had experienced problems when they moved from one organizational level to another.

In interpreting results of the student questionnaire, inferences regarding the total number of students within the school system can be drawn from the sample. In extrapolating from the sample, in which there is an identified problem to the secondary school population of 11,000 students, a 10 per cent return for an item represents 1,100 students who could be expected to have that problem. Assuming that the problem was equally distributed among all students, 137 students in each of the eight secondary schools would be affected. This number would constitute a significant number of students. Therefore, where 10 per cent or more of the sampled students identify a problem, it is considered a significant one for the school system.

Ten per cent or more of the students identified as problems (1) becoming familiar with the new building, (2) knowing rules and regulations, (3) getting acquainted with other students, (4) knowing what student activities are available, (5) knowing what required and elective subjects are available, (6) understanding class assignments, and (7) subject level difficulty and (8) their schedule.

It was further determined that insufficient information was provided to students regarding graduation requirements, placement in subject levels, and course descriptions. (See Appendix K: "Statistical Analysis of Students' Articulation Questionnaire"; Appendix L: "Analysis of Student Articulation Questionnaire", and Appendix J: "Summary of Analysis and Interpretation of Needs Assessment.")

It was concluded that as a result of the needs assessment, an articulation program was needed. Objectives, strategies and evaluation methods were developed in July and August for resolving the problems identified by the needs assessment. The needs assessment findings, along with proposed objectives, strategies and evaluation methods, were reported to the Superintendent's Cabinet who gave approval for developing a secondary articulation program and model.

DEVELOPING AND PLANNING THE ARTICULATION PROGRAM

The Practicum Design

The articulation program within a school system may focus upon the vertical and horizontal scoping and sequencing of curriculum goals and objectives or such a program could be equally concerned with practices and procedures for establishing inter-organizational professional staff communications and others to assure the smooth physical movement and social adjustments of students as they move from one educational unit to another.

This practicum is limited to and focuses upon formalizing processes and procedures which are concerned with the physical movement and social adjustment of students as they move through the organizational breaks that occur between the elementary seventh and intermediate eighth grade. It is also concerned with formalizing procedures to insure inter-organizational level communications among professional staff members.

The justification for this design is well founded by the analysis of the needs assessment. Analysis of the student questionnaire revealed that each of the students who identified a problem was concerned with the smooth vertical movement through the school system's organizational levels. No student indicated a specific problem with articulated course goals and objectives or the duplication of materials as they moved from one grade level to another. On the other hand, while the analysis of the professional staff questionnaire did reveal that a few teachers felt that there were problems in the areas of duplicating course materials and course goals and objectives, most identified other types of curriculum related problems, thus relegating the scoping and sequencing of the curriculum to a lesser important priority. The priority problems identified by the professional staff were concerned with communication, attitudes for articulation, meeting and planning among the various levels of teachers, and grouping and placement of students. This would indicate that teachers feel there are priority problems that need to be solved before the objective of scoping and sequencing the curriculum is satisfied. Therefore, the thrust of this practicum is limited to

organizing, developing and implementing a vertical articulation model enabling professional staff communication between the organizational levels and assuring the smooth transition of student movement through the seventh to eighth grade organizational level.

The overall plan was to develop a complete secondary school articulation model. In order to develop a total secondary articulation model, two practitioners working at different secondary organizational levels developed and implemented pilot articulation programs at their respective school levels. This was made possible as a result of the comprehensive needs assessment which involved students and staff members at all secondary grade levels. After receiving needs assessment results, the practitioners translated findings into various performance objectives, prescribed strategies and treatments and determined the evaluation design for the articulation programs.

Objectives which comprise the articulation program framework for the senior high - intermediate and intermediate - elementary linkages are in some instances identical and in others contain different components. Likewise, strategies for implementing objectives are in some instances alike and others unlike. The paper contains only objectives which comprise the intermediate - elementary articulation program.

Both formative and summative evaluations were planned to determine the effectiveness of the objectives and programs. Each objective contains a formative criterion-referenced evaluation component which permitted

an assessment of the specific objective prior to the program development. Internal and external summative evaluations were planned and carried out to assess the effectiveness of the total articulation program.

The practitioners, one an intermediate school principal, then implemented the program objectives linking the elementary seventh grade with the intermediate eighth grade while the other, a senior high principal, formalized programs articulating the intermediate ninth grade with the senior high school tenth grade.

Practice and procedures developed in each program were synthesized into one document after the two separate programs were carried out and completed. That document which accompanies the practicum contains the complete model for secondary school articulation.

Program Objectives

Analysis of the needs assessment resulted in the construction of a variety of objectives for effecting inter-organizational professional staff communication and smooth physical movement and social adjustment of students as they move from the elementary to the intermediate organizational levels.

A capsule summary and explanation of each objective is first presented in order to provide the reader with an insight and understanding into the purpose of each object and how its function relates to the overall articulation program.

The objectives can be categorized into groups. They are concerned with meeting and planning for organizational purposes and meeting and planning for substantive communications; others deal with orientation programs. The third type of objective provide information to the professional staff. The final objectives are concerned with providing information to rising eighth grade students.

The first objective, which is concerned with meeting and planning, establishes a schedule of meetings essential for achieving the various other objectives. In addition to the schedule of meetings, the development of the articulation rationale and commitment was a basic requirement and objective which establishes the foundation on which the total articulation plan is predicated.

Three objectives are concerned with orientation programs. Each of the objectives, however, is different in nature, composition and purpose. The first establishes a student orientation program prior to the opening of school in the fall to familiarize rising eighth graders with the new building, their schedule and rules and regulations. The second orientation objective provides a late student registration and orientation program to basically achieve for the late registrant what the fall orientation does for students who enroll before school opens. The parent orientation program is designed to familiarize parents of rising eighth graders with curriculum offerings, course level offerings, grouping and placement practices, the student activities program and general school requirements and expectations.

The program is sequenced in the articulation program to correlate with another objective defined later.

Two objectives are concerned with establishing communication, insights and understandings between seventh and eighth grade professional staff members. The first requires that certain teachers meet, plan and establish mutual areas of interest and concerns to be explored in a second formally scheduled meeting for all seventh and eighth grade teachers. The second objective in this series permits a follow-up observation program to be carried out which is a natural extension of the first objective. The purpose is to build upon the meetings in which information of mutual interest was shared for developing further insights and understandings about programs at the other school level.

The third and fourth general category of objectives involves those objectives which are concerned with providing information to the elementary professional staff and seventh grade students.

The first of these objectives deals with providing seventh grade teachers with information regarding the eighth grade curriculum. In a strict sense, the objective can be classified as a curriculum orientation program for seventh grade teachers (who register seventh graders for eighth grade classes) in the spring while students remain at the elementary level. The objective requires that teachers become knowledgeable of course descriptions, required and elective courses, course level offerings, grouping and placement practices and ability level assignments. The information is provided to teachers in a workshop.

The follow-up objective requires that students be informed of the same information that seventh grade teachers learned in the workshop. Seventh grade teachers are required to serve students as counselors and teacher. The onus is on elementary administrative personnel to organize for the workshop and the teaching seventh grade professional staff to provide information they learned in the workshop to seventh grade students at an appropriate level of intensity in order that students understand the curriculum and registration information as it relates to each of them individually. (The parent orientation program which familiarizes parents with the expanded eighth grade level curriculum and school eccentricities is scheduled to be carried out during the time period seventh grade teachers are familiarizing their students with eighth grade curriculum information. The design is to enable parents to converse intelligently with their youngster about the curriculum and to provide guidance and assistance in planning the new program of studies when students bring home their registration information and materials.)

The third, in the series of these objectives, requires that seventh grade students become familiar with the intermediate school activities program and general school expectations and requirements for being successful at the intermediate school. The program is organized and carried out by the intermediate administrative staff who visits the elementary feeder schools.

Each objective, strategy for implementation and evaluation procedure, is contained in the following pages.

OBJECTIVE I: Schedule of Meetings For Articulation

By October 1, through a formally adopted schedule of meetings, time will be provided for professional personnel of elementary feeder and intermediate schools, central office curriculum coordinators, and subject area supervisors to meet and plan together as evidenced by the production of such a conference schedule.

STRATEGY

In order to carry out this objective, permission will be secured from the Superintendent and his staff to use some days during the school year for meetings and planning for articulation purposes. These days will be scheduled in a calendar of meetings in order to accomplish the various objectives.

OBJECTIVE II: Articulation Commitment and Rationale Development

An articulation rationale and commitment will be developed as evidenced by the document itself before November, 1975. The document will serve as a guide for direction in the development of the articulation program.

STRATEGY

The rationale and commitment for articulation will be developed by the practitioner after securing input from staff members representing various echelons of personnel.

OBJECTIVE IV: Eighth Grade Late Student Orientation

Through an individualized student orientation program for each new eighth grade student who matriculates after the school year begins, within one week will indicate they are familiar with their schedule, required and elective subjects, the student activities program and school rules and regulations. In addition, they will be familiar with the building and acquainted with student leaders and the professional staff with whom they are assigned. This objective will be assessed by a questionnaire where 80 per cent of the students indicate affirmative responses to 80 per cent of the questions.

STRATEGY

To achieve this objective, each student and parents, at the time of registration, will be given a student handbook and provided a series of orientation activities which includes meeting with the appropriate guidance counselor to evaluate the transcript, review courses and course descriptions, required and elective subjects and grouping and placement guidelines and procedures. The student activities program selection will be made after the counselor's explanation of the various clubs and activities. The student will be assigned to a student leader who will provide a guided tour of the building, introduce the new student to all appropriate school personnel and be available during the next several weeks to help in further orientation endeavors.

OBJECTIVE III: Eighth Grade Orientation

During the week prior to the opening of school each year, through an on-site orientation program, 80 per cent of the participating rising eighth grade students will become familiar with the building and their schedule and knowledgeable of school rules and regulations, as indicated by answering affirmatively 80 per cent of the questions on a questionnaire administered before they leave school on the day of orientation.

STRATEGY

To achieve this objective, arrangements will be made to transport rising eighth graders to school for orientation in the fall prior to the official opening of school. The orientation program will familiarize students with their schedule of classes, room assignments and the building and will include an assembly program in the auditorium.

During the assembly, appropriate school personnel and student leaders will be introduced and their functions identified; pertinent information regarding practices and procedures will be discussed; a handbook of school rules and regulations will be distributed and explained and the student activities program will be reviewed.

After the assembly, students will rotate through a simulated school day's schedule during which time they will meet each of their teachers, classmates and become knowledgeable of specific class requirements.

OBJECTIVE V: Inter-Organizational Staff Meeting and Planning

By April 1, 1976, 80 per cent of the professional staff of the elementary seventh grade feeder schools and eighth grade intermediate school who have been involved in substantively meeting and planning will indicate communications have improved by answering affirmatively 80 per cent of the questions on a questionnaire administered.

STRATEGY

This objective will be achieved through administratively arranging for certain seventh and eighth grade teachers to meet, plan and organize a program agenda of mutual interest that will be later used by all teachers at both levels for establishing substantive communication by meeting and sharing specific ideas, information and concerns about their respective programs.

OBJECTIVE VI: Inter-School Teacher Observations

After an inter-school visitation-observation program is concluded in March, 80 per cent of the participating teachers will indicate improved understandings exist between the articulating school levels by affirmatively responding to 80 per cent of the questions on a questionnaire provided.

STRATEGY

In order to accomplish this objective, a program of teacher inter-school observation will be developed. Through arrangements by elementary and intermediate principals and department chairmen, a number of teachers will be asked to observe their counter-part programs at the seventh grade

level. Elementary principals will be asked to permit their teachers to reciprocate by observing at the eighth grade in their subject areas. The visitations should help in improving inter-school communications, understandings and insights into programs and practices as well as attitudes among teachers. Teachers who participate would do so on a voluntary basis but will be required to share information they gleaned with their departmental members at the intermediate school.

OBJECTIVE VII: Feeder Teacher Familiarization With Curriculum Placement and Registration Information

By March, 1976, seventh grade teachers who register students for eighth grade classes will be familiar with course descriptions, course level offerings and grouping and placement guidelines in order to appropriately register rising eighth grade students. Achievement of the objective will be demonstrated by 80 per cent of the teachers responding affirmatively to 80 per cent of the questions on a questionnaire.

STRATEGY

In order to accomplish this objective, the secondary school curriculum coordinator, utilizing subject supervisors, assistant principal for instruction and other appropriate personnel in workshops, will provide a complete program of information in regard to the total intermediate eighth grade curricular and extra-curricular programs for seventh grade teachers of the various feeder schools. Specifically, the workshops will totally familiarize the teachers with course descriptions, course level offerings,

elective and required courses, grouping and placement practices, and the student activities program.

After completing the workshop, teachers will be expected to be sufficiently knowledgeable of the eighth grade programs that they can actually "teach" the rising seventh grade students the same information they learned in the workshop. The workshop will also make teachers aware of past student registration problems. This will aid in the development of a sensitivity and understanding for the registration process and requirements for successful student registration.

OBJECTIVE VIII: Seventh Grade Student Familiarization With Curriculum and Placement Information and Registration

By April, 1976, through group guidance and individual counseling, 80 per cent of the surveyed rising eighth grade students will be knowledgeable of eighth grade course offerings and descriptions, required and elective courses, grouping and placement practices, and their specific course level assignment for eighth grade classes as indicated by answering affirmatively 80 per cent of the questions on a questionnaire provided.

STRATEGY

In order to accomplish this objective, seventh grade teachers will provide group and individual counseling sessions to students which will familiarize them with course descriptions, required and elective courses, grouping and placement guidelines, and course level offerings information. Teachers will further register each student in required and student selected elective courses, the teacher will accurately apply grouping and placement

guidelines and place each student in the appropriate course levels and apprise the student of the specific grouping and placement.

OBJECTIVE IX: Parent Orientation

By April 1st, through a formal orientation program, 80 per cent of the participating parents of rising eighth graders will indicate a knowledge and understanding of course offerings and required and elective courses, grouping and placement guidelines, course level offerings, general school requirements and expectations, and available student activities in order to more effectively provide guidance for their youngster when they select curricular offerings and co-curricular activities. This will be measured by those parents answering affirmatively 80 per cent of the questions on a questionnaire administered at the conclusion of the program.

STRATEGY

This objective will be accomplished through carrying out a planned orientation program for parents of rising intermediate students. The program will consist of an over-view of data for making parents aware of elective and required graduation requirements, course descriptions, course level offerings, grouping and placement practices, rules and regulations, and other general school information. In addition, an informal series of activities will be established which includes setting-up stations where parents will individually consult school personnel, patrons and students regarding curriculum, student activities and specific questions concerning operation of general requirements and expectations of the school.

OBJECTIVE X: Student Activities Program Familiarization

By April 30 of each year, through a presentation to rising eighth graders, 80 per cent of the students will indicate they are familiar with the student activities program and general expectations and requirements for being successful at the intermediate school by affirmatively responding to 80 per cent of the questions on a questionnaire after the assembly.

STRATEGY

In order to achieve this objective, the intermediate school principal will organize a two dimensional program which contains complete information about the student activities program and how to be sucessful at the intermediate school and visit each feeder school and present the program formally to rising eighth graders.

IMPLEMENTING PROGRAM OBJECTIVES

Each objective defined previously was planned, organized, implemented and evaluated as well as analyzed and interpreted in order that a model of articulation could be developed. A complete description which includes both the process and content of all programs, practices and procedures which have been developed is contained in the following materials.

The format of the presentation of each objective includes the purpose, the stated objective, how the objective was planned and implemented and a final evaluation section.

OBJECTIVE I: Schedule of Meetings and Planning For Articulation

Purpose

In order to accomplish the various objectives included in the articulation program, a timeline for meeting, planning, organizing and implementing the various objectives would need to be established. The meeting and planning objective stated that:

> By October 1, through a formally adopted schedule of meetings, time will be provided for professional personnel of the elementary feeder and intermediate schools, the central office curriculum coordinators and subject area supervisors to meet and plan together as evidenced by the production of such a schedule.

Planning and Development

In reviewing the objectives to be accomplished in the articulation program, it was apparent that various echelons of the professional staff would need to be involved. These individuals included teachers, principals and various central office level personnel whose schedules are varied and diverse. The planning and meeting requirements for some of the objectives would require that only this practitioner interact with one central office staff member; others would require principals of the elementary feeder and intermediate schools to be involved, while the needs satisfying other objectives would encompass the involvement of the entire gamut of central office and field personnel meeting and planning and working together.

In order to carry out the objective of establishing the meeting and planning schedule, the practitioner established a tentative timeline for

carrying out the planned program objectives which was consistent with the time requirements for planning, organizing and implementing the various objectives. Individuals who would be involved in the various meetings and planning were asked to review the schedule. Only minor adjustments were required initially in order that all planning and meeting requirements could be satisfied; however, in some instances as the program objectives were approached, some modifications were made and adjustments were necessary.

Articulation Planning and Meeting Schedule

August, 1975 - Review objectives and strategies with assistant superintendent for instruction, director of instruction and curriculum of Elementary and Secondary Education.

Meet with guidance counselors, assistant principals and certain student activity sponsors to develop and implement rising eighth grade orientation program.

Meet with guidance counselors, assistant principals for student activities and instruction to develop late student orientation program.

September, 1975- Implement late student orientation program.

October, 1975 - Meet with elementary feeder principals and assistants and elementary and secondary curriculum coordinators to review articulation plans and planning requirements for the year.

Meet with various echelon personnel to produce document of articulation rationale and commitment.

November, 1975 - Meet with guidance counselors, department chairmen, director of teaching materials, and certain teachers to plan an orientation program for parents of rising eighth grade students.

Meet with elementary principals to plan inter-school teacher meeting and planning.

Meet with Department Chairmen to plan inter-school visitation program.

December, 1975 - Meet elementary feeder principals to finalize schedule for inter-school teacher meeting and planning.

Meet with core-subject department chairmen to finalize plans for inter-organizational professional staff meetings.

Meet with guidance counselors, assistant principals and department chairmen, teaching materials representative and certain teachers for progress report and final assignments for development of the parent orientation program.

January, 1976 - Luncheon meeting of intermediate principals, elementary feeder principals, curriculum coordinators, and guidance counselors in order to review and finalize plans for activities during January, February and March.

Preliminary meeting of seventh and eighth grade key teachers to plan inter-organizational professional staff meeting agenda.

Meeting of inter-organizational professional staffs.

February, 1976 - Meeting of secondary school curriculum coordinator, intermediate guidance counselors, elementary feeder principals and assistants, and subject area supervisors, to organize and plan rising eighth grade registration and schedule workshop for eighth grade teachers to become familiar with courses, course level offerings and grouping and placement and registration information.

Schedule inter-school observation program with elementary school principals.

Initiate inter-school observations.

Carry out workshop to familiarize seventh grade teachers with eighth grade curriculum and registration procedures.

March, 1976 - Meet with elementary principals to schedule student activities program explanation to rising eighth graders.

Present parent orientation program to rising eighth graders' parents.

Continue with inter-school observation schedule.

April, 1976 - Present student activities program to rising eighth grade students.

Seventh grade teachers counsel with students and carry out registration for eighth grade classes.

OBJECTIVE II: Articulation Rationale and Commitment

Purpose

The purpose of the objective was to provide understandings into the reasons for the articulation and to provide direction to individuals involved with the articulation development process. The objective stated that:

> An articulation rationale and commitment will be developed as evidenced by the document itself before November, 1975. The document will serve as a guide for direction in the development of the articulation program.

Planning And Development

In order to carry out the objective, one major planning and organizational responsibility would be necessary. The requirement would be to involve individuals from various personnel echelons who occupy key leadership positions to provide input for the development of the formal rationale document.

The document would provide continuity of direction for the individuals involved in developing the articulation program. It would also serve to commit the school system to a program of articulation. In order for key leaders to be able to assist in the rationale development, they would need to be provided with knowledge of identified articulation problems and suggested treatments and assisted with the development of concept dimensions associated with a program of articulation.

The two practitioners involved with developing the two articulation plans met October 29, 1975, with the secondary curriculum coordinator, intermediate and elementary principals and their assistant principals, identified the problems revealed by needs assessment and discussed reasons for establishing an articulation program. The secondary curriculum coordinator developed the concept for implementing a system wide articulation program after the two pilot programs were developed at respective intermediate and senior high school levels which linked the elementary seventh grade with the intermediate and intermediate with the senior high school.

The practitioners, after the initial meeting, met individually with various feeder school principals, coordinators and department chairmen and further discussed the needs for developing the articulation program. Each of these individuals was asked to react to the articulation development concept and to offer suggestion for its development.

Both senior high and intermediate practitioner then developed the rationale document. The document was reviewed and approved by the assistant superintendent for instruction, director of instruction, curriculum coordinators, principals, and select department chairmen.

Articulation Rationale

As children move through school from grade to grade, there are "breaks" or "gaps" that can occur which interrupt the natural continuity of the student's progress. These "gaps" occur between grades, but are most evident between separate buildings which house different grade levels. This is especially true as a student moves from an elementary school to an intermediate school and from an intermediate school to a high school. If such "gaps" between these educational institutions are left unattended, they create adjustment problems as the learner makes the transition from one school to the next. The same breaks or gaps that prevent continuity of student movement also impede the natural flow of communication and information between professional staff members who work at the different organizational levels.

In order to effect a cure for the malady of educational fragmentation and the resulting disjointedness in a school system, specific problems must be determined, causes identified, and treatments applied.

If, then, articulation is defined as processes and procedures which result in the continuity of planned programs and practices that facilitate communication between professional staff members and the smooth transition of student's movement from one educational level to another, it follows that the rationale for articulation is to bridge the gaps between organizational levels and provide continuity of services and programs for students.

OBJECTIVE III: Eighth Grade Student Orientation

Purpose

The purpose of the objective was to carry out an orientation program for all rising eighth grade students to familiarize them with the building, their schedule and school rules and regulations. The objective stated:

> During the week prior to the opening of school each year through an on-sight orientation program, 80 per cent of the participating students will become familiar with the building and their schedule and knowledgeable of school rules and regulations, as indicated by answering affirmatively 80 per cent of the questions on a questionnaire administered before they leave school on the day of orientation.

Planning and Implementation

In order for the objective to be accomplished, three planning and organizational requirements were necessary to be completed. These

requirements included, (1) planning and organizing a program of essential orientation information for students, (2) informing students of the planned program and (3) making arrangements to provide students with transportation to the building for the orientation program. These requirements would include the involvement of both professional staff members and student leaders. In addition, the orientation process would need to be evaluated to determine its effectiveness. This would also involve some of the staff members and students.

Analysis of the requirements for planning and organizing the program of essential orientation resulted in sub-dividing it into two parts. The two sub-requirements included plans for an assembly program, and after the assembly, the involvement of all eighth grade homeroom and class teachers with the students. The strategy for meeting the second major requirement, that of informing students of the orientation program, would be to include in the first newsletter to parents of incoming eighth graders information regarding the program. The newsletter would be mailed before the opening of school. Scheduling buses to provide transportation for the rising eighth grade students would satisfy the final organizational requirement for carrying out the program.

The principal met with the assistant principals August 1, 1975, reviewed ingredients of the orientation objective, outlined the three planning and organizational requirements, discussed strategies for carrying out requirements tentatively planned the program, and assigned tasks to be completed for accomplishing the plan.

Plans outlined to the assistant principals for the assembly included the introduction of appropriate school personnel and student leaders and the identification of their functions, a discussion of pertinent information which would include school practices and procedures, and an explanation of the student activities program via a slide presentation.

After the assembly, the second phase of the orientation program would include plans for students to report to homerooms where the teacher would issue the student's schedule and distribute to each a student handbook. After a discussion of the schedule and selected handbook topics, students would rotate through a simulated school day and briefly meet each teacher who would have a specified role to perform in the orientation process. Evaluation would be scheduled prior to students departing school on orientation day.

After outlining and discussing each dimension of the orientation plan in detail along with strategies, assistant principals were asked to assist in developing the various aspects of the orientation program.

Specific program plans were evolved. The program was scheduled for August 27. Students would arrive at 8:50, find their homeroom assignments from homeroom lists posted in the hallway and report to the auditorium for the 9:00 assembly. The SCA president would welcome students and members of the SCA would present an instructive skit. Cheerleaders would welcome students with cheers.

The principal would be introduced by the SCA president and explain the administrative organization of the school, define the regular school day and introduce appropriate school personnel and define their functions and responsibilities. These individuals would include assistant principals, guidance counselors, staff aides, attendance workers, and the SCA sponsor.

In order to carry out the remainder of the assembly program, assistant principals would need to be involved. Involvement in the program generally would be commensurate with their professionally assigned responsibilities.

The assistant principal for student affairs was assigned responsibility for discussing the physical layout and arrangement of the building and certain programs and procedures. These included the cafeteria and lunch program, student locker assignments and how best students might organize for the school day. The assistant principal for instruction would discuss aspects of the curriculum and instruction and describe procedures for securing a schedule change. The assistant principal for administration was assigned the responsibility for thoroughly reviewing school rules and regulations. That administrator would also review the school's student activities program.

After the assembly, plans were for students to report to homerooms where each student's schedule would be issued along with a student handbook. After a discussion of the schedule and selected handbook topics which would include the section dealing with rules and regulations, students would rotate through a 10 minute class simulated school day and briefly meet each teacher. Teachers would have specified roles to perform in the orientation process.

Plans for the orientation program would require a number of organizational tasks to be completed prior to the implementation of the program. These organizational tasks were defined and assigned to the administrative team members. The principal assumed the responsibility of writing and having the newsletter mailed to parents, contacting appropriate personnel (other than assistant principals) who would be involved with the assembly, and work with the faculty during the pre-school work days to prepare them for their role in the orientation process. In addition, the principal would be responsible for evaluating the program.

The assistant principal for student affairs was assigned responsibilities for contacting and working with the SCA and cheerleader sponsors to evolve the program activities required of students for the orientation plan. (Sponsors of the two student activities would work with their respective students and develop the specific activities for the orientation program. The preliminary plans were for the SCA president to welcome the new students and SCA members present a skit. Cheerleaders would welcome students with two cheers.)

The assistant principal for instruction had two specific duties to perform in order that organizational tasks be completed for the program. The first was to secure a list of student homeroom assignments from data processing and formalize the orientation program in bulletin form. (The APs would be responsible for having the D/P homeroom assignments posted in the hallway August 26.) The assistant principal for administration was to make arrangements to provide school bus transportation for all students.

August 11, 1975, was established as the date for the second formal administrative team meeting at which time all preliminary organizational tasks were to be completed. At that meeting it was confirmed that assigned organizational tasks for the orientation program had been completed. Assembly program participants had been contacted and were scheduled to attend the assembly and perform their specified functions. The orientation schedule had been published and was presented for review. No changes were necessary (see Appendix M: Eighth Grade Orientation Schedule). A newsletter had been written and mailed to parents of rising eighth grade students which, among other items, not only announced the time and date for orientation but provided instruction on what students should do when they arrived at school. (See Appendix N: Typhoon Newsletter, August, 1975.)

The SCA sponsor and members were preparing a skit for the assembly and the SCA president planned to welcome the new students to the school and introduced the principal. Other SCA members were to be student assistants in the hallways in order to help students find their way as they moved throughout the building. Cheerleaders would welcome students with two cheers. In addition, buses were scheduled to run identical routes that would be traveled during the school year. This would provide orientation to the new bus routes.

After reviewing details of the plan and noting that certain program tasks were in process, assistant principals were asked to maintain contact

and communications with those individuals responsible for carrying out these tasks. This would assure knowledge of progress. The principal was to be apprised in the event that a major change had to be made.

Assistant principals submitted their final reports regarding the "in-process" tasks August 20. All pending tasks were sufficiently completed to be formally committed to the orientation program.

At this point two major tasks remained to be initiated and completed before orientation day. The first included working with the faculty to prepare them for the responsibilities they would assume and perform during the orientation process. The second task was to evaluate the orientation program. The principal had assumed responsibility for both tasks.

The faculty pre-school work days began August 25. A careful explanation of the orientation plan and procedures was made to the teachers during the first back-to-school work day. Copies of the orientation schedule were distributed to the teachers. Emphasis was placed on the role that homeroom teachers would carry out as contrasted with their responsibilities after homeroom as regular classroom teachers.

The final dimension reviewed with teachers was the need for assessing the effectiveness of the orientation program. All eighth grade sixth period teachers were asked to assist with the evaluation. The procedure would be to distribute a student evaluation questionnaire during the sixth period to every fifth student and have each student respond to the questionnaire prior to leaving the classroom. The questionnaire would be given to appropriate teachers before sixth period.

In order to reinforce the specific elements that needed to be reviewed with students during the homeroom and subsequent class periods, a memo was published and given to teachers the morning of orientation which emunerated items to be emphasized by teachers during homeroom and subsequent class periods. (See Appendix O: Memo: "Homeroom and Class Period Activities for Eighth Grade Orientation".)

An eighth grade orientation assembly agenda was published and copies distributed to all program participants two days prior to the orientation day. (See Appendix P: "Eighth Grade Orientation Assembly Agenda".) All personnel involved were asked to apprise the principal if original plans had been in any way aberrated. None were reported and the program was expected to be carried out as planned.

Copies of the student orientation evaluation questionnaire were distributed to each sixth period eighth grade teacher on the morning of orientation day. The orientation program and its evaluation were carried out as planned with precision August 27, 1975.

Evaluation, Analysis and Interpretation

A ten-item student orientation evaluation questionnaire containing 14 response areas was devised and administered to every fifth student present in the sixth period classes on orientation day. A total of 110 students were surveyed and 100 per cent responded to the survey. (See Appendix Q: "Eighth Grade Orientation Evaluation Questionnaire.) The purpose was to determine if the orientation program objectives were accomplished to

familiarize students with their schedule, school rules and regulations and to the building prior to the opening of school.

The question approach for determining information was both direct and indirect. Students were asked how they viewed the effectiveness of certain dimensions of the orientation program (as framed by the objective) and how they perceived other students to feel about those same dimensions. The direct and indirect questions regarding the effectiveness of procedures for familiarizing students with the building, the student's schedule and rules and regulations were interspersed with questions concerning organizational feedback information.

The objective establishing the dimensions of the orientation program was criterion referenced. Limitations imposed by the performance-based objective were that 80 per cent of the participating students would become familiar with the building, their schedules, and rules and regulations as indicated by responding affirmatively to 80 per cent of the questions on a questionnaire.

Applying the performance percentages to the total number of students responding to the questionnaire reveals that 88 (80 per cent of 110) of the sampled students would need to respond affirmatively to a minimum of 11 (80 per cent of 14) response areas in order for the objective to be satisfactorily accomplished.

Analysis of the questionnaire items reveals that 106 students or 96 per cent felt that the orientation program helped other students become familiar with their classes, 108 respondents or 98 per cent felt that going through

their class schedule was a good way of helping students become familiar with the building, and 90 per cent or 99 respondents indicated they had knowledge of where their classrooms were located. Ninety students or 81 per cent stated they were able to locate all classrooms to which they were assigned for classes, and 84 per cent or 92 students indicated they could use the building diagram in the student handbook to find their way around the building.

When asked to enumerate specific areas in which other students were helped by the homeroom teachers' review, 103 or 94 per cent of the respondents indicated rules and regulations, 88 per cent or 97 students identified student schedules and 96 or 87 per cent indicated the school building plan.

As a result of the orientation program, 98 students or 89 per cent of the students felt that other students had a better understanding of school rules and regulations than they did before the orientation program. Ninety per cent of 99 respondents indicated that as a result of the orientation program they had a better idea of what was expected of them at school.

One hundred five or 95 per cent of the respondents felt the orientation program helped them become familiar with their schedule; 90 per cent or 100 students indicated they had been familiarized with the building and 101 or 91 per cent felt they had become knowledgeable of school rules and regulations. Ninety-four per cent or 103 students felt that a similar orientation program should be carried out each year for rising eighth grade students.

In reviewing the analysis and interpreting the evaluation data, a number of observations can be made. Ninety-six per cent of the students felt the orientation program helped them to become familiar with classes and 98 per cent indicated that going through their class schedule was a good way to become familiar with the building. Ninety-four per cent indicated that it was helpful for teachers to review rules and regulations. It is concluded that scheduling a simulated school day where students spend a few minutes in each class and where teachers review certain basic information about school rules and regulations and class expectations is a good way to orientate students to the building, class requirements and school expectations.

Eighty-four per cent of the students indicated that by using the building plan provided in the student handbook and reviewed by homeroom teachers they could find their way around the building; however, only 81 per cent indicated they could locate all of their classrooms by using the building map. Although this statistic is within the bounds established by the objective for contributing to the successful realization of the program, it is concluded that a number of students had difficulty in interpreting and applying the building diagram to find their way around the building. This would imply a need for the continued use of hallway assistants who are familiar with the building for giving students directions as they attempt to find their way around the building.

Eighty-eight per cent of the students felt that homeroom teachers reviewing student schedules was important while 87 per cent indicated that

teachers reviewing a diagram of the school building plan was important. In view of the fact that rules and regulations were discussed extensively during the assembly program, and later by homeroom teachers, students' schedules and the building plan were reviewed only by teachers after the assembly, yet students felt a discussion of rules and regulations by homeroom teachers was more important than the familiarization of student schedules and the review of the building plan. This would appear to have some significance when consideration is given to the fact that only 81 per cent of the students indicated that they located all of their classrooms and 84 per cent said they were able to find their way around the building using the building diagram.

It is concluded that students feel that knowledge of rules and regulations is perhaps considered the most important single dimension for initiating a good start within a new school.

Ninety-four per cent of the students felt that the orientation program should be carried out each year. Therefore, it is concluded that the rising eighth graders received sufficient information from the orientation program that they felt it is worth repeating for incoming students each year. It is concluded that the orientation program should be organized each year.

In comprehensively viewing questionnaire results it is observed that when asked the direct question whether the orientation program had helped them become familiar with the building, their schedule and rules and regulations, a minimum 90 per cent of the students in each of the three

categories indicated it had helped. However, when comparing responses to the direct question with those to the indirect question regarding students' perceptions of how other students viewed the effectiveness of homeroom teachers reviewing student schedules, the building plan and rules and regulations, only one item received 90 per cent affirmative response. It is concluded that students seem to have more confidence in their own ability to comprehend and understand than they have faith in other students to do the same.

Finally it is observed that all of the questionnaire items received more than the minimum affirmative response of 80 per cent. Therefore, it is concluded that the eighth grade orientation program objective of familiarizing students with the building, their schedule and rules and regulations was successfully carried out and accomplished and that the dimensions of orientation included in this program should become an ingredient in a formal plan of articulation.

OBJECTIVE IV: Individualized New Student Orientation

Purpose

The purpose of establishing an orientation program for new students who enter the school after the year begins was to assist them in making a smooth and quick adjustment to the new school. The objective stated:

> Through an individualized student orientation program for each new eighth grade student who matriculates after the school year begins, within one week will indicate they are familiar with their schedules, required and elective subjects,

the student activities program and school rules and regulations. In addition, they will be familiar with the building and acquainted with the student leaders and the professional staff with whom they are assigned. This objective will be assessed by questionnaire where 80 per cent of the students will indicate affirmative responses to 80 per cent of the questions.

Planning and Implementation

The principal met with the assistant principal for student affairs, the guidance staff and secretary-clerk to the guidance staff August 21 and discussed the requirements for developing the objective. The essential purpose of the program was defined as providing an orientation program for the late registrant that would be comparable to and achieve the same outcomes on an individual basis as the fall orientation program did for all rising eighth grade students.

In order to provide such a program, specific arrangements would need to be made. First a packet of registration and informational materials for each student would need to be developed. In addition, student guides, who would be assisting new students needed to be identified and an orientation program developed for them in order that they know how to orientate the new student, and finally, an evaluation to determine the program effectiveness would need to be carried out.

The first task was to determine the composition of the registration packet. The director of guidance, in conjunction with other counselors and the secretary-clerk, was asked to develop the package and to apprise the principal of its composition.

It was decided that the tour of the building could best be carried out by members of the Student Cooperative Association. This would permit student leaders to be identified to the new student while concurrently familiarizing the new student with the building, their schedule, auxiliary services, and certain members of the professional staff.

The assistant principal for student affairs was directed to organize and carry out the student assistant orientation program. The principal assumed the responsibility for developing the evaluation instrument. It was decided that each of the individuals responsible for carrying out tasks would meet August 28 to discuss the complete plan for the individualized student orientation program.

At the second meeting the guidance director brought a proposed packet of materials and discussed the relevance of each item (See Appendix R: A List of Items in Packets For New Enrollees). The packet was approved and the clerk-secretary who was made responsible for greeting each new student and completing preliminary forms was asked to place it in operation immediately upon the opening of school.

The assistant principal for student affairs had made contact with the SCA executive officers and defined specific procedures to the student guides for which they would be responsible when orientating new students. The administrator had formalized the procedures and provided by-the-number information for the guides to use when orientating new students. (Since the guide duties would not be a daily task they would have a tendency to

forget some of the specific details. Therefore, the procedural information for student guides in orientating new students was formalized.) (See Appendix S: Individualized New Student Orientation Program - Student Guide Information.)

Procedures for registering new students were described by the assistant principal for student affairs. The APA indicated the procedure would be the following: Upon arriving a new student would be taken to the guidance department where the clerk-secretary greets the new student and completes preliminary registration forms by securing certain data from the student, parent and records. The student is then assigned a counselor who evaluates the transcript - if available. The counselor carefully reviews required and elective courses, course descriptions, level placements, fees where appropriate, information regarding the student activities program, and registers the student in the appropriate schedule of classes. The counselor then provides a student handbook to the student and reviews specific data which will be helpful to the student in making adjustment to the new school. This information includes how the student activities program works, lunch period schedule, attendance procedures, rules and regulations and general expectations. After a complete explanation of various information, the student is returned to the clerk-secretary who, during the interim, has procured one of the SCA officers. Introductions are made and the student guide sits with the student in a conference room and begins specific discussion consonant with the previous orientation and agenda items on the

student guide's information sheet. After specified items have been discussed and all questions answered, the guide begins a tour of the building where the office staff is introduced and along with school employees who maintain auxiliary school functions. For example, when the clinic is visited the school nurse is introduced and her function defined. Likewise, when the attendance clerk is introduced her function is explained at the attendance office. After all school officials have been introduced, the guide takes the student to each classroom to which they are assigned and introduces the student to each of the teachers. The student is then placed in class. The guide is to be available and on-call for the next two or three weeks to provide further assistance if needed. Implementation of the procedure was made concurrent with the opening of school.

The principal had completed a draft of the questionnaire for evaluating the new student orientation program and discussed it with the group. (See Appendix T: "Individualized New Student Orientation Questionnaire"). In addition, it had been felt that an informational letter would be helpful to the new student and their parents in making the transition to the new environment. While a great deal of information would have been provided to the new student, much of it would be compressed and may not have been comprehended. In addition, parents would have littel opportunity to be the recipient of this information and the letter would provide a convenient way of assuring communications with the parent. To provide this information, the principal had written a letter and shared a copy with the group. The

letter was incorporated in the packet of materials that reposes with the secretary-clerk. (See Appendix U: "Letter to Student and Parent" - 1975-76 School Year.)

Evaluation, Analysis and Interpretation

An evaluation questionnaire was administered to each new student who registered in school during the first semester. Thirty-one new students were registered and each responded to the evaluation instrument one week after enrolling in school.

The questionnaire contained 12 questions and was to determine how effective the program had been in familiarizing the late enrollee to required and elective subjects, the student activities program, the school plant and rules and regulations of the schools.

The criterion referenced objective established that 80 per cent of the students responding to the questionnaire must answer 80 per cent of the questions affirmatively in order for the objective to be deemed successfully achieved. Therefore, 25 (80 per cent of 31) students would need to answer a minimum of 10 (80 per cent of 12) questions affirmatively on the questionnaire for the objective to be accomplished.

An analysis of the questionnaire yields the following data. One hundred per cent of the students indicated that counselors to whom they were assigned explained courses prior to registering them . One hundred per cent also indicated that counselors explained other aspects of the school such as the

activities program, rules and regulations and school fees during the initial conference.

When asked if they were familiar with the school rules and regulations, 100 per cent of the new students said they were. One hundred per cent also indicated that they knew their schedule of classes. Further, all of the respondents indicated they were familiar with the building and their classroom locations. All students affirmatively indicated that they were familiar with the student activities program. When asked if they knew which were elective and which were required courses, 94 per cent or 29 of the students felt they knew that information.

All respondents indicated a student guide was assigned to them and assisted in the orientation process by discussing certain handbook information. In addition, 100 per cent of the new enrollees said they were taken on a building tour; however, only 90 per cent or 28 respondents indicated they were taken on a complete building tour which included the entire building where specific auxiliary functions are performed (cafeteria, attendance office, clinic, gym, etc.) before being placed in class. Eighty-one per cent or 25 of the students met administrative personnel and staff members who perform auxiliary services. In addition, 80 per cent or 25 of the respondents said they met the principal of the school during their orientation.

In reviewing the analysis and interpreting the results, it is first noted that the minimum response obtained to a questionnaire item was 80 per cent. Further analysis reveals that while one additional item received

an 81 per cent affirmative response and two other items received affirmative responses in the ninety per cent range, there were eight questionnaire items that received 100 per cent affirmative responses. Since no questionnaire responses recorded were below 80 per cent, it is concluded that the individualized student orientation program is successful.

Reviewing the analysis further, both questionnaire items which evaluated the guidance staff's function in regard to the registration and orientation process received 100 per cent affirmative responses. In view of the two responses, it is concluded that the counselors are very effective in orientating the new student to their schedules, required and elective courses and school rules and regulations.

One questionnaire item was designed to elicit a response to determine whether the student guides performed their function of reviewing substantive handbook information as outlined on their agenda. One hundred per cent of the new students revealed that their guide discussed student handbook information with them.

The purpose of the student-to-student review of information including the class schedule was to reinforce much of what the counselor had discussed with the new student. This procedure also permitted students to discuss the "hidden agenda", if there is one, and to possibly initiate a peer relationship.

As a result of the responses to the questionnaire items concerning the initial-counselor and follow-up student contact and back-to-back orientations,

it is concluded that this is an effective method of providing new students essential information about the school's programs, processes and procedures.

The student-assisted guided tour of the building resulted in 81 per cent of the students meeting auxiliary and administrative school personnel; 90 per cent were familiarized with the locations where auxiliary services are performed within the building and 100 per cent indicated they knew the building and classroom locations. It is, therefore, concluded that the new-student guide service provides an essential function in helping the student become familiar with the school plant, the services performed by the auxiliary staff and the identification of the individuals who perform those services.

In comprehensively viewing the questionnaire responses, each dimension of the new student orientation program was accomplished. The areas most effectively achieved had to do with substantive information while familiarizing the new student with auxiliary locations and functions and the introduction of administrative and auxiliary personnel were less effectively achieved within the specified time frame of one week (the time after which the evaluation instrument was administered). The differences in the effectiveness perhaps can be attributed to the reliability of individuals who maintain certain functions or perform specified services being present at their "homebase" (e.g., the principal cannot remain in the office in anticipation that a new student may register). It also may be attributed to the differences in schedules between the professional staff and students. A student guide

might be in testing situations and may feel the need to rush through the building familiarization procedure or they may inadvertantly omit a specific location, although that location is specified on their "Student Guide Information Program".

Finally, it is concluded that as a result of achievement of each questionnaire item at or above the minimum response specified for determining program effectiveness, the organization and implementation of the individualized new student orientation program herein outlined and described is an effective way of assisting the new student in becoming familiar with their schedule, required and elective subjects, the student activities program, the building, and acquainted with the professional staff and student leaders. It is further concluded that such a program should be incorporated as part of a composite program of articulation in order to assist the new student in making the transition to the new school and school environment as smooth and as quickly as possible.

OBJECTIVE V: Inter-Organizational Staff Meeting and Planning

Purpose

The purpose of the objective was to establish substantive communication between teachers of the intermediate eighth grade and elementary seventh grade. The objective stated that:

> By April 1, 1976, 80 per cent of the professional staffs of the elementary seventh grade feeder schools and eighth grade intermediate school who have been involved in meeting and planning will indicate that communication has improved by answering affirmatively 80 per cent of the questions on a questionnaire administered.

Planning and Implementation

In order to implement the teacher inter-school planning and meeting program, a preliminary elementary-intermediate administrative and an administrative-teacher meeting would be necessary. Elementary principals not only would need to support the plan, but be actively involved in laying groundwork and providing certain organizational and substantive information to teachers at the seventh grade (the intermediate principal would do this for eighth grade teachers); a schedule of meetings would need to be established, teachers at both levels would be required to be involved in pre-planning the meetings, and finally teachers at both levels would need to meet to formally discuss and share ideas and information.

The initial elementary-intermediate administrative meeting was scheduled October 29, 1975. The secondary curriculum coordinator assisted with the meeting. The coordinator established the idea that communication should be initiated and maintained continuously and emphasized the importance of sharing information between organizational levels. Reactions of the principals were generally favorable. Most of the principals had suggestions in regard to how communications could be established. The meeting concluded after some discussion and it was decided that further individual contacts with the feeder principals would be made in November.

Each feeder school principal was visited during the week of November 17 and provided an overview of the articulation rationale along with an abstract of the needs assessment findings. Findings were reviewed and interpreted.

It was pointed out that as a result of the analysis of findings, specific objectives and strategies had been developed for providing solutions to identified problems. Objectives were reviewed and the articulation program outlined. Each principal was asked to suggest additional methods of articulation. They were also asked to permit their seventh grade teachers to participate in the inter-school planning and meeting which would result in establishing communications between the organizational breaks and develop mutual understandings with regard to each others' programs.

Elementary principals pointed out that the inter-school meeting could only involve intermediate core subject teachers, those of math, English, science and social studies, since these discipline areas included "all" seventh grade teachers. Other curriculum areas are either taught by resource teachers or by core teachers integrating other subject areas into the core disciplines.

A second step advocated as a follow-up to meeting and planning was a mutual exchange of teaching positions between seventh and eighth grade teachers of like subject areas. The purpose of the exchange would be to permit teachers to see in action some of the things they had previously discussed and develop further insights and understandings. All of the principals endorsed the meetings and planning but several expressed reservations about the usefulness and practicality of the exchange concept. It was concluded that we would proceed with the inter-school meeting and

planning, but postpone the exchange plan. A possible alternative to the exchange idea was inter-school observations.

The next organizational activity was to schedule three meetings with core intermediate department chairmen for the month of December. The first meeting on December 3 was consumed by a explanation of needs assessment findings, analysis of findings and review of articulation program objectives. The inter-school meeting and planning objective and purpose was described. Chairmen were asked to assist in carrying out the objective of establishing communication between school levels. Reaction by the chairmen was enthusiastic. Chairmen were then given three assignments to be completed before the next meeting. Tasks were to meet with departmental members, define the articulation program concept, outline the specific inter-school meeting and planning objective and strategy, entertain reactions to that concept and permit departmental members to help evolve possible agenda items that would be informative in meetings between the two teaching levels. In addition, chairmen were to discuss and secure reactions to the possible follow-up teacher exchange plans.

Department chairmen met December 10 for the second meeting. They reported that teachers were enthusiastic about the possibility of establishing communications with seventh grade teachers, however, all but one department expressed skepticism and a reluctance to exchanging teaching positions to gain further insights into programs. An alternative of inter-school observation as a follow-up to meeting and planning was suggested.

Feedback regarding topics for inter-school teacher discussions centered on content emphasis, skill requirements and student attitudes. Chairmen were asked to expand these agenda topics for the third meeting December 16.

At the third meeting, a 15 item agenda was evolved. (See Appendix V: Articulation Agenda Items). Since eighth grade department chairmen would be chairing the subject area group meetings, attention was then directed to developing sensitivity for group leadership and leadership skills.

The principal pointed out that a psychological barrier might exist between seventh and eighth teachers and that teachers at the lower level might become defensive as a result of a feeling of being "talked-down-to". Therefore, it would be most important that an early positive atmosphere for meetings be established. It was emphasized that a colleagual relationship would need to exist and that only through this kind of relationship would free exchange and mutual sharing of information and ideas be possible.

A process was then outlined which would contribute to developing the appropriate attitude for sharing information. First, the initial meeting would be in a social atmosphere and scheduled at one of the elementary feeder schools. The purpose would be to have teachers of like subject areas to meet and identify with one another. This should have some positive psychological affect on the seventh grade teachers since they would be remaining at their home school level environment. Secondly, while the agenda had been evolved by intermediate teachers, it should not represent "divine wisdom". Therefore, the initial meeting would serve as a time for establishing the official agenda that would be discussed at the second meeting.

The practitioner then called the feeder elementary principals and reminded them of the scheduled December meeting. The date of December 22 was established for the meeting. At that meeting, a total review was made of the plans. The first seventh and eighth grade meeting date was established at 2:15, January 8, at Dunbar Elementary School. Intermediate teachers were to carry course-of-study outlines and share them with elementary teachers and, in the absence of the same at the elementary level, those teachers were to bring and exchange a textbook. Each school was to provide teachers with name tags. Each principal was given the prepared agenda to share with each seventh grade teacher before the January 8 meeting. An attempt was made to have elementary principals lay the foundation for positive meetings. Particular emphasis was focused on the idea that these meetings would not be a "talk down to" interaction. All teachers were to be ready to enter into discussion to establish and prioritize the agenda for the second meeting. The principals then established a second and recriprocal meeting date and time of 8:30, January 23, 1976, at Newport News Intermediate School. (This was a staff day at semester break.)

At the January 8 meeting, the principal of the host school extended the welcome. All feeder school principals in attendance were introduced. The assistant principal for instruction from the intermediate school, in the absence of the principal, chaired the initial group meeting. He provided a complete description of the purpose of the meetings along with an

explanation of the rationale underlying it. The elementary curriculum coordinator briefly addressed the group and after a brief social, teachers of like subject areas met together and were introduced. Discussions ensued in an effort to prioritize the second meeting agenda. The intermediate school API visited each group during this discussion period. His appraisal was that great enthusiasm was exhibited. Many comments were made in regard to why this interaction had not occurred before. Some of the groups seemed not to be able to wait until the second meeting before beginning substantive communication. Each group achieved its purpose.

Prior to the second meeting, the principal met again with department chairmen who would act as group leaders during the second meeting of the seventh and eighth grade teachers. Procedures were established for conducting the meetings. These include both substantive and organizational requirements. Organizationally, each group leader was to appoint a recorder. Substantively, group leaders were reminded that the agenda had been established and that the purpose of the meetings was to establish communications and understandings between the school levels in areas of agenda topics. It was also pointed out that group leaders must maintain a high sensitivity to group dynamics and to not only provide opportunity for a free exchange of ideas and information but to specifically involve individuals who seemed somewhat reluctant to enter into the exchange. Further, each was asked to provide a list of recommendations that would be helpful.

Finally, each group leader was asked to distribute a questionnaire to each participant in order to evaluate articulation effort.

At the second meeting, January 23, all seventh grade feeder school teachers met in the intermediate school cafeteria for a brief social. Teachers were welcomed by the intermediate principal and appreciation was expressed to the group for the enthusiasm they exhibited. A brief explanation of the purpose of the second meeting and the purpose of the articulation project was made. The secondary school curriculum coordinator addressed the group in regard to the value of establishing communications and understandings between the school levels. Subject area supervisors visiting elementary principals and assistant principals and department chairmen were introduced.

After the general meeting, teachers of like subject areas met in separate locations to carry out their objective of discussing their prioritized agenda. A total of one and one-half hours were consumed in discussions and one half hour was devoted to making recommendations and evaluating the meetings.

Substantively, science teachers discussed six previously determined agenda items which included homework requirements and focus, grade level skill requirements and the possible carry over of skills between seventh grade life science and eighth grade physical science, grouping at the eighth grade level, social adjustments of students as they arrive at the eighth grade level, and possible communicating successful solutions teachers have found in working with certain students with special problems. (See Appendix W: "Science: Subject and Discussion Group".)

English teachers engaged in a dialogue regarding emphasis and focus of skill requirements at the seventh grade level and to determine how they correlated with the focus of eighth grade skills requirements. It appeared that there was no consistency in skills requirements among seventh grade teachers at the various schools. No course-of-study outlines exist to provide a continuum of skill development at the elementary level. It was decided that the development of a Language Arts skills continuum checklist would be helpful to eighth grade teachers.

Much discussion centered on the Ginn 360 reading program. Most eighth grade teachers did not have a complete understanding of the program. It was learned that at the seventh grade level in some instances where a student is deficient in reading skills, the emphasis in Language Arts might be solely on reading for the entire year and other Language Arts skills (e.g., grammar) may be omitted entirely from the curriculum.

At one point the focus of the English meeting became tangential into elementary administrative personalities. This was a result of discussing school policies and discipline.

Teachers discussed eighth grade placement guidelines currently being used and recommended one additional dimension, the inclusion of a "scan" test be developed and administered at the seventh grade level, to aide in placement of students for eighth grade.

The Language Arts supervisor was unable to attend the meeting. Information was communicated to the supervisor that the group was

advocating discarding current operational grouping and placement guidelines and replacing them with a new set. This erroneous information was subsequently conveyed to the assistant superintendent for instruction who later stated that articulation pursuits would be required to remain consonant with current school policy.

Other group recommendations were that consistency in the series adoption of textbooks be maintained for use in the elementary and secondary schools, and assembly programs be scheduled for rising seventh grade students before they matriculate for eighth grade work and orientation days before the school year ends rather than in August.

In addition, it was recommended and tentatively concluded that seventh grade English teachers would be given a list of skills eighth grade teachers emphasized in order to correlate or sequence their skill development. Further, eighth grade teachers were to publish a list of literature topics provided in the eighth grade in order that teachers at the seventh grade would not subject students to these readings. Teachers indicate a desire to meet next year and evaluate this year's accomplishments.

Math teachers at the eighth grade level were asked by seventh grade teachers to describe grouping and placement requirements and performance expectations. Eighth grade teachers learned that students are grouped in three levels at the seventh grade depending on the mastery of skills. It was indicated that students' attitudes have become

more positive since the initiation of ability level groupings. Teacher attitudes had also improved.

After some discussion regarding instructional approaches, teachers focused their attention on the kinds of instruction and student problems encountered at both grade levels and methods of dealing with the problems. A recommendation was made to the elementary teachers that if there is doubt about placement of students in math levels, the benefit of doubt should be placed with the student. Placement should be in the higher level except for pre algebra and algebra.

Eighth grade social studies teachers described to seventh grade teachers units-of-study contained in the eighth grade civics program and seventh grade teachers outlined units-of-study taught at the seventh grade. Attention was centered on content duplication of the two courses. It was resolved that insufficient duplication existed to cause real concern.

Teaching strategies were then pursued. Both grade level teachers shared in detail the methods and techniques used as vehicles for teaching ideas and concepts at their respective levels.

Reading and writing skills were discussed. Some teachers felt that no students should be promoted beyond the fifth grade until grade level reading skills were demonstrated.

Despite the preparation that was made to prevent "talking-down-to", one of the eighth grade teachers deplored the lack of apparent preparedness

of students as they arrived at the eighth grade which resulted in some defensive remarks. The group leader intervened and redirected the group's attention to less sensitive discussion.

Evaluation, Analysis and Interpretation

An eight item inter-school meeting and planning questionnaire containing 16 response areas was developed and administered to teachers and supervisors who participated in the second and final articulation meeting between intermediate eighth grade and elementary feeder seventh grade teachers. (See Appendix X: "Inter-School Planning and Meeting Questionnaire".) Fifteen of the items on the questionnaire required only a check of either a "yes" or "no" response area. The final question was open ended and requested comments, observations or suggestions. A total of 83 professional staff members were surveyed and 82 responded to the questionnaire for a 98.7 return. The 82 respondents included three supervisors and four department chairmen. Teachers who attended the meetings were approximately equally divided among the four basic disciplines of math, English, science and social studies.

The purpose of the objective was to establish communications between teachers of the seventh and eighth grade organizational levels. The objective was criterion referenced and established that 80 per cent of the respondents would affirmatively respond to 80 per cent of the questions on the questionnaire. Thus, 66 (80 per cent of 82) of the respondents

would need to affirmatively answer a minimum of 13 (80 per cent of 16) response areas in order for the objective to be satisfactorily accomplished.

The question approach for determining effectiveness of the articulation meetings was both indirect and direct. Teachers were first asked their perceptions of how others felt about several of the same dimensions they were later asked to respond to directly.

Question one contained seven sub-items and the question approaches indirect. The approach to question two was direct and it contained three sub-items which sought the same information that was included in the first three sub-items contained in question one. An analysis and comparison of the indirect with the direct question responses shows that 94 per cent or 77 of the teachers perceived that other teachers felt that the meetings between seventh and eighth grade teachers had improved understandings; however, only 72 respondents or 88 per cent of the teachers, when asked directly, felt that improved understandings had evolved. The differential of six per cent to the direct question is in contrast to the question regarding the improvement of communications. Ninety-three per cent or 76 of the teachers perceived that other teachers felt that communications had been improved and 76 of the respondents or 93 per cent, when asked directly, indicated it had. Eighty per cent or 66 of the teachers felt that attitudes had been improved as a result of the meetings while 89 per cent or 73 of the respondents perceived that other teachers felt that attitudes had been improved.

No further comparative questions were framed to solicit perceived views in order to compare them with felt responses; however, the remaining four of the seven sub-items in question one elicited responses regarding perceptions. In regard to those questions, 80 per cent or 66 of the respondents perceived that others felt that the meetings had dispelled false impressions; 66 of the teachers or 80 per cent also indicated that they believed other teachers had increased their information regarding the use of instructional methods and techniques employed at the other organizational level. Ninety per cent or 74 respondents felt others had gained insight into curriculum emphasis at the other organizational level.

Further examination of the first two questionnaire items reveals that while the range of positive responses varied between a low of 80 per cent and a high of 94 per cent, negative responses were minimal. Negative responses with the exception of three sub-items in question one and two ranged from only one per cent to 3.5 per cent. These questions concerned understandings, attitudes, communications, professional relationships and insight into curriculum emphasis. Three to eight per cent of the respondents had no opinion. The three items which recorded the largest negative responses ranged from eight to 14 per cent and respectively were concerned dispelling false impressions, eight per cent; information regarding instructional methods and techniques, 14 per cent, and improved attitudes 10 per cent. The range of no

opinion for these three categories of questions range from a high of 12 per cent to a low of six per cent.

The remaining questions on the questionnaire, except for the last question which was open ended, dealt with both substantive and organizational concerns. Question three asked if the inter-school meetings should be continued. Ninety per cent or 74 respondents felt that they should; four teachers or five per cent felt they should not and five per cent or four teachers had no opinion. Question four, a follow-up question to question three, requested a response in regard to whether more of the same kinds of programs should be scheduled. Ninety-four per cent or 77 teachers responded affirmatively while only one teacher or one per cent felt they should not. For question five, 80 respondents or 98 per cent indicated the programs were helpful in exchanging ideas while only one teacher or one per cent felt they were not. Eighty-eight per cent of 72 of the respondents felt that if time was provided in the official school calendar, two or three meetings would be beneficial. Only three teachers or 3.5 per cent felt they would not. Eight per cent or seven teachers had no opinion; however, 97 per cent or 80 respondents indicated that meetings should be scheduled in next year's calendar and only one teacher or one per cent felt that the meetings should not be included in the yearly calendar.

The final question asked for comments regarding observation, feelings or suggestions concerning the program. Responses were overwhelmingly

positive. Some of the comments were: "Excellent". "Excellent means of airing problems and gaining insight into ways of improvement." 'This has been long overdue--need more of the same." 'It is appalling that nothing of this sort has been done before now." "This is one of the most beneficial meetings I have attended." "A very healthy and non-threatening attitude was apparent." Some constructive suggestions were offered. "Too much time spent on individual problems." "More organization needed." "Specific topic should be adhered to."

In comparing question response percentages by the various groups, it is noted that in most instances little variation occurred. However, math teachers recorded the most positive responses with four items having recieved 100 per cent affirmative responses. Science teachers recorded 100 per cent affirmative responses in two areas but they also recorded the lowest responses to three question items. Only 65 per cent of the science teachers felt that the meetings had dispelled false impressions, however, 15 per cent of the respondents had no opinion for that category. Only 70 per cent felt they had increased information regarding methods and techniques used at other organizational levels and only 70 per cent indicated teacher attitudes had been improved. Science teachers' responses account for the averages of only 80 per cent affirmative response for those categories when all teachers responses were tabulated.

No other comparisons are made since each of the other categories received an affirmative response of 80 per cent or better by all groups responding to the questionnaire.

Further analysis of responses reveals that only a total of 51 negative responses were recorded out of a 1,230 possible responses. An analysis by grade level shows that 44 negative responses were made by seventh grade teachers while seven were made by eighth grade teachers. Therefore, by the levels, 99.6 per cent of the eighth grade teachers responded affirmatively or had no opinion to the questionnaire while 96.6 per cent of the elementary teachers did likewise. Thus, the overall positive and neutral responses to the questionnaire tabulate to be 96 per cent.

In reviewing the analysis and interpreting the results of the questionnaire, it can be concluded that as a result of 96 per cent overall affirmative and/or neutral responses to the questionnaire, the objective was accomplished. The purpose of the objective was to establish communication. Ninety-three per cent of the respondents felt that communication had been established, however, an even larger per centage (98) indicated the meeting had been helpful in exchanging ideas. This would further corroborate the initial finding.

It would appear from the questionnaire results that a number of dimensions in addition to establishing communication resulted from the planning and meetings between the seventh and eighth grade teachers. The word communication has a broad meaning. Topic and issues

discussed varied from one meeting to the other, however, communications were specific as a result of both the seventh and eighth grade teachers of like subject areas meeting and establishing a specific agenda for discussion guide. Yet, while communications were established and while no doubt in two instances, as reflected in recorded minutes, the dialogue became tangential to the topic under discussion, communications were specific.

Primary purposes for the meetings and discussions was to learn about the curriculum and curriculum emphasis at each level, students' attitudes and specialities and instructional strategies. As a result of the established communications, three of the four groups reported that understandings had improved.

The meetings between the seventh and eighth grade teachers were large when considering working groups. Each group contained 20 to 26 members. Taking into consideration the size of the group and that teachers had met and been introduced at the previous meeting, it can be concluded that positive results can perhaps be attributed to teachers having a genuine interest in attempting to enter into substantive dialogue, the fact that teachers at both levels had been involved in establishing the agenda, group leaders were sensitive to accomplishing objectives, and aware of group dynamics and exercised appropriate leadership.

The fact that teachers had expressed much enthusiasm about the meetings also implies that appropriate advance "groundwork" had been

laid by most elementary principals. Only in two instances did seventh grade teachers express that they were unaware of the reason for meeting with eighth grade teachers. It is concluded that without appropriate advance groundwork and a supportive cooperative attitude by individuals who occupy positions of formal leadership, success in getting the group together would be unlikely and the establishment of a dialogue resulting in positive outcomes would be impossible.

In regard to tangential aspects of the meeting, recorded minutes show that in two instances unexpected, critical and unconstructive dialogue evolved. In one instance, it was a result of an eighth grade teacher "talking-down-to" seventh grade teachers and in the other as a result of discussing school policies where personalities became the topic. Comments about personalities were both negative and positive. It is concluded that regardless of the amount of careful preparation made to prevent unproductive tangential dialogue, it will easily evolve. Therefore, group leaders need to be sensitive to group dynamics and group maintenance techniques to prevent group discussions from deteriorating. It is further concluded that group leaders must also exercise individual and group leadership skills for group sessions to be productive.

While the meeting outcomes were extremely positive, it would appear that a high sensitivity to grade level position exists among teachers. This results in a psychological barrier that tends to impede, in some instances, a completely free flow and exchange of ideas. The

barrier would be expected at first meeting since these were "primevil". Since there will be little chance that more than one or two face to face discussion opportunities will become available to teachers each year as a result of the development of an articulation model, a psychological barrier will continue to exist. Therefore, in each inter-school level meeting of teachers, preliminary activities which permits "warming-up" will be crucial to substantive outcomes.

Finally, as a result of 98 per cent of the teachers indicating that the meetings had been helpful in exchanging ideas and 97 per cent indicating that the meetings should be included in next year's calendar, it is concluded that the meetings were substantive, effective and highly beneficial, and arrangements should be made to include such meetings in an articulation model.

OBJECTIVE VI - Inter-School Teacher Observations

Purpose

The purpose of this objective was to permit intermediate school eighth grade teachers to develop additional insights and understandings into programs at the elementary seventh grade organizational level. The objective stated that:

> After an inter-school visitation-observation program is concluded in March, 80 per cent of the participating teachers will indicate improved understandings exist between the articulating school levels by affirmatively responding to 80 per cent of the questions on a questionnaire provided.

Planning and Implementation

The objective could be considered an extension of the program of meetings and planning that was conducted to establish communication between the articulating school levels.

Five primary tasks were required for organizing and implementing the plan of inter-school observations. Teachers who would be interested in observing at the elementary seventh grade level had to be identified, principals at the elementary schools had to be informed and approve the observations and make arrangements for host teachers to receive the visiting observer, substitutes had to be secured for replacing the eighth grade teacher during their observation, and the observers had to be briefed in order that they understand the reason for observing. In addition, an assessment of the effort would be necessary.

The intermediate principal defined the objective to department chairmen of the core subject areas and asked them to identify teachers who would be interested in observing at the elementary level. Each chairmen submitted the names of the interested individuals and a meeting was scheduled for participants to further discuss the purpose of observing.

It was pointed out to the teacher-observers that the observation could be considered an extension of the previous inter-school discussions which had been very satisfactorily carried out earlier. It was further pointed out that the primary purpose of the observations was to deter-

mine if additional understandings into the elementary feeder programs beyond those which had been developed through the inter-school discussions could be developed. It was felt that additional understandings might be developed into curriculum content, approaches to instruction, organization for instruction and emphasis of instruction as well as student attitudes and other dimensions of the elementary school seventh grade program.

Teachers were permitted to select the elementary feeder school(s) in which they would like to observe. The list of the schools to be observed and dates for observing was compiled and the elementary feeder principals contacted. Each principal approved the observation schedule and made arrangements with host teachers for receiving the observers.

The observation schedule was called into the central office and professional leave time for each observer was approved by the director of instruction. In addition, a questionnaire was developed by the principal for evaluating the observations.

Four teachers observed programs at two different schools while three observed at only one school. (See Appendix Y: "Elementary Observation Schedule".) A total of seven teachers representing the four basic disciplines (for which there were matching disciplines at the feeder level) observed various programs in seven of the eight feeder schools.

Teachers were debriefed after returning and responding to the evaluation instrument. All teachers were asked to share information gleaned from their observations with respective departmental members at their next departmental meeting.

Evaluation, Analysis and Interpretation

A nine item questionnaire containing 14 response areas was administered to the seven observers and each responded to the survey instruments. Ten response areas were substantively orientated and required a yes or no response. The four remaining response areas addressed both substantive and organizational details and were intended to determine, when compared, whether observations or discussions between the schools resulted in the most information. (See Appendix Z: "Inter-School Observation Questionnaire".)

The evaluation criteria required that after the visitation program was concluded, 80 per cent of the participating teachers would indicate that improved understandings existed between the articulating school levels by affirmatively responding to 80 per cent of the questions on a questionnaire. Translated, this meant that in order to meet the criterion specifications and conclude the observation program was successful, a minimum of six teachers would be required to affirmatively respond to eight of the ten substantive response areas. Item analysis reveals more explicit information. One hundred per cent or all seven

of the respondents indicated that communications between the schools had been improved as a result of participating in the observation program; 100 per cent felt that an attitude of cooperation existed between the schools. Eighty-six per cent or 6 of the observers indicated they were able to get a "feel" of the school program at the other organizational level.

Six of the teachers or 86 per cent felt that the observations tended to confirm ingredients of their discussions at the earlier inter-school departmental planning and meeting sessions. One hundred per cent indicated that the observations had helped to develop additional insights that were not developed during the inter-schooi discussions.

When asked to enumerate in what areas additional insights and understandings were developed, four of the teachers or 56 per cent indicated knowledge of content; 71 per cent or five teachers said approaches to instruction; six teachers or 86 per cent said organization for instruction and 86 per cent or six teachers indicated emphasis of instruction.

When questioned as to whether observation or inter-school departmental discussions provided the greatest information and understandings, five teachers or 71 per cent indicated the former while 29 per cent or two respondents indicated the latter. One hundred per cent of the observers felt that there was enough difference between observations and inter-school discussions that in addition to discussions, observation

should become a part of a formal program of sharing information between schools. Fifty-seven per cent or four of the observers felt that if both observations and discussions could be included in an articulation plan, observations should precede discussions; 43 per cent or three observers felt the reciprocal observations should be arranged. However, 57 per cent or four of the teachers indicated that if only an observation day or discussions could be arranged, they preferred discussions to observations. Eighty-six per cent or six of the teachers felt they could provide additional significant information to departmental members by sharing information they gleaned from observing.

In reviewing the analysis and interpreting the questionnaire data, it is first noted that eight of the ten substantive questionnaire response items received a minimum of 80 per cent affirmative responses. It is, therefore, concluded that the observation program was successfully accomplished.

One hundred per cent of the teachers indicated that they felt that communications had improved and that an attitude of cooperation exists between the schools as a result of the articulation program. It is concluded that communications and cooperation has been improved between the intermediate school eighth grade ovservers and teachers at feeder schools.

One hundred per cent of the teachers felt there was enough difference between discussions and observations to recommend that in addition to discussions that observations become a part of a formal

program of sharing information between schools. It is concluded that while observations tend to confirm earlier discussions, additional information and understandings can be derived from observations and enough differences exist that observations at the elementary seventh grade should be scheduled in a formal plan of observation.

Eighty-six per cent of the respondents felt that observations tended to confirm what had been discussed earlier at the inter-school departmental planning and meeting sessions. One hundred per cent of the respondents indicated that observations were instrumental in developing insights and understandings beyond those developed as a result of inter-school departmental discussions. In addition, from 57 to 86 per cent of the teachers were able to identify and categorize the additional understandings that were developed as knowledge of content, approaches to instruction, organization for instruction and emphasis of instruction. It is, therefore, concluded that observations appear to be an effective way to assist teachers in developing additional understandings and insights into seventh grade feeder school programs.

Five of the seven teachers, or 71 per cent, felt that observations provided the greatest information and understandings; four of the seven, or 57 per cent, felt that if both could be scheduled, observations should precede inter-school discussions; however, if only one could be scheduled, 57 per cent indicated that discussions were preferred. It is concluded that both observations and inter-school discussions are

ideal and should be scheduled in an articulation model. However, if only one of the two dimensions can be scheduled, discussion should take precedence. Since only 57 per cent of the respondents indicated that observations should precede discussions, it is concluded that no clear conclusions can be drawn based on this statistic.

The observation-discussion-organizational dimension should be further experimented with in the future. Some teachers may elect to observe prior to meetings and discussions while others will be scheduled after the discussions. A decision regarding this organizational dimension of the program can be withheld until additional data is collected. However, when the articulation model is completed if two staff days are utilized during the school year for articulation purposes, the first being scheduled early in the new school year for initiating inter-school discussions, it will be difficult for observations to precede discussions.

In summary, it can be concluded that the objective of developing understandings and insights beyond those achieved during inter-school discussions was accomplished. However, while the objective was achieved and while each core department at the intermediate school was represented and a majority of the observers felt they could convey their additional understandings to other departmental members, the observation program was extremely limited. Only seven of the 35 teachers in the core subject areas at the intermediate school observed the elementary school programs. In addition, none of the seventh grade teachers have

observed at the eighth grade level, although elementary principals have been encouraged to make arrangements for their teachers to observe. It is concluded that future observation programs perhaps should include a reciprocal observation schedule and that more teachers be involved at the eighth grade level in observing the seventh grade programs.

OBJECTIVE VII: Feeder Teacher Familiarization With Curriculum, Placement and Registration Information

Purpose

The purpose for this objective was to familiarize seventh grade teachers who register students for eighth grade classes with the course descriptions, course level offerings and guidelines for grouping and placement in order to accurately provide that information to students prior to registering them for eighth grade classes. The objective states:

> By March, 1976, seventh grade teachers who register seventh graders for eighth grade classes will be familiar with course descriptions, course level offerings, and grouping and placement guidelines as demonstrated by 80 per cent of the teachers responding affirmatively to 80 per cent of the questions on a questionnaire.

Teachers first had to be apprised of course descriptions, course level offerings and grouping and placement guidelines and other registration information in order to effectively carry out another objective of registering students and properly placing them. While the immediate purpose was to familiarize seventh grade teachers with these dimensions,

the ultimate purpose was to have teachers to be able to describe to students what constitutes the various courses, to be able to describe to students the various course level offerings and to accurately group and place students in the proper course levels.

Each elementary feeder school contains students that feed into as many as four intermediate schools. It would be confusing for students and teachers at the seventh grade level to send counselors from the four intermediate schools to register respective students.

A practical solution would be to have teachers at the seventh grade to become familiar with course descriptions, course level information, grouping and placement guidelines, and other requirements for completing seventh grade student registration and have teachers register the rising eighth graders.

Planning and Implementation

In order to complete the requirements, the secondary school curriculum coordinator organized and arranged a workshop which would encompass both the registration procedural and curriculum content related requirements for appropriately registering rising eighth grade students.

Several tasks were required in order to provide the workshop. An elementary organizational meeting would need to be scheduled, teacher invitations to attend the workshop would need to be extended, a student handbook describing the eighth grade program would need to

be printed, and supervisors and coordinators of the subject areas would need to provide the instructional services for the workshop.

A meeting for elementary and intermediate principals, guidance counselors and supervisors was scheduled February 10 at which time the curriculum coordinator discussed the workshop concept for seventh grade teachers. Elementary principals were enthusiastic about the idea and supervisors agreed to provide the instructional services for the workshop. The workshop was scheduled March 1.

Elementary principals assumed the responsibility for inviting their seventh grade teachers to the workshop and the secondary curriculum coordinator agreed to provide student handbooks in sufficient quantities for all teachers and students, and to organize the workshop. This practitioner assumed responsibility for evaluating the effectiveness of the workshop.

On March 1 the workshop was conducted. The curriculum coordinator organized the workshop to provide teachers who would register students with appropriate and necessary information for carrying out the complete registration process. This was completed in a general meeting where all teachers attended. Respective supervisors of elective subjects provided information regarding elective subject course descriptions, course level offerings and grouping and placement to teachers in the general session. The groups were then subdivided into teaching speciality areas (math, English, science and social studies) and super-

visors of those subject areas provided course descriptions, course level offering and grouping and placement information to the respective subject area teachers. The workshop organization provided for each seventh grade teacher the essential information for completing student registration in homerooms, regardless of their teaching assignment.

Evaluation, Analysis and Interpretation

A 13-item questionnaire containing 16 response areas was administered to 50 of the 70 participating teachers. Fourteen response areas were to secure substantive workshop information while two were devised to provide feedback for improving the workshop and to solicit comments regarding the workshop. (See Appendix AA: "Workshop Evaluation Questionnaire".)

Consonant with the criterion performance requirement established by the objectives, where 80 per cent of the respondents were required to affirmatively respond to 80 per cent of the questions in order for the workshop objectives to be considered accomplished, 40 (80 per cent of 50) of the surveyed teachers would need to respond affirmatively to 11 (80 per cent of 14) response areas.

An analysis of the questionnaire reveals that 86 per cent or 43 of the teachers felt they were better informed about the eighth grade curriculum than they had been in the past while seven respondents or six per cent said they were not. Seventy-eight per cent or 39 of the respondents indicated the workshop provided sufficient information about

course offerings. Eleven teachers or 22 per cent indicated that there was insufficient information in this regard. Fifty-five per cent or 28 respondents felt that the workshop provided adequate information about course descriptions; 13 teachers or 25 per cent indicated it did not. Sixty per cent of 30 teachers indicated they were now more aware of course offerings. Forty-one respondents or 82 per cent felt they were more aware of courses with respectively 24 per cent or 12 teachers and 12 per cent or six teachers said they were not.

Ninety per cent or 45 of the respondents indicated that the workshop made clear which were required and which were elective courses. Three respondents or six per cent felt it did not. Eighty-four per cent or 42 of the seventh grade teachers felt that they could provide students with adequate and accurate course offering information. Six of the teachers or 12 per cent said they could not. Sixty-eight per cent or 34 respondents said they could provide adequate course description information to students and eight teachers or 16 per cent felt they could not.

When asked if grouping and placement information was provided in sufficient detail, 76 per cent or 50 of the respondents indicated that it had; nine of the teachers or 18 per cent said it wasn't. Eighty per cent or 40 respondents said that as a result of the workshop they would be better able to accurately apply guidelines for grouping and placing students and six teachers or 12 per cent felt they could not.

Sixty-seven per cent or 34 of the teachers indicated that sufficient information and description of course level offerings had been provided, while 25 per cent or 13 teachers felt it did not. Seventy per cent or 35 respondents indicated they knew the emphasis of instruction for the various course levels. Four of the teachers or eight per cent said they did not. Seventy-four per cent or 37 respondents said they could accurately describe course level information to students. Two teachers or four per cent felt they could not.

Fifty-nine per cent or 30 of the teachers felt the workshop should be provided annually, and four teachers or eight per cent said it should not and 33 per cent did not respond.

In reviewing the analysis and interpreting the results of the evaluation data, a number of observations can be made. Eighty-six per cent of the teachers felt they were better informed about the eighth grade curriculum than they had been in the past. It is concluded, therefore, that the workshop had a beneficial affect on teachers in that it provided understandings, insights and knowledge of the eighth curriculum to the seventh grade teachers.

Further analysis reveals that while 82 per cent of the teachers indicated they were more aware of eighth grade courses and 84 per cent felt they could provide students with adequate and accurate information about course offerings; however, only 78 per cent of the teachers said the workshop provided adequate information about course descriptions.

Sixty per cent indicated they were more aware of eighth grade course descriptions, but only 55 per cent felt the workshop provided adequate information about course descriptions. Further, 68 per cent felt they could provide adequate and accurate course description information to students. It is concluded that while the workshop provided sufficient information about course offerings, it did not provide enough information to adequately familiarize teachers with the various course descriptions.

Ninety per cent of the respondents indicated that required and elective course offerings had been adequately differentiated by the workshop, thus it is concluded that the workshop was effective in providing sufficient information about required and elective course offerings for teachers.

Seventy-six per cent of the teachers indicated that grouping and placement information was provided in sufficient detail and 80 per cent felt that as a result of the workshop they would be able to accurately apply guidelines for grouping and placement. If only 80 per cent of the teachers can apply grouping and placement guidelines accurately, it would appear that many students may be misplaced; however, while only 80 per cent felt the workshop provided adequate information regarding grouping and placement, supplementary written grouping and placement guidelines were provided to teachers which will provide available information to assist teachers in making decisions for grouping

placement of students. Therefore, it is concluded that most teachers should be able to accurately group and place students accurately.

Sixty-seven per cent of the teachers felt the workshop provided sufficient information and descriptions of course level offerings. Seventy per cent indicated they knew the emphasis of instruction for the various course levels. It is concluded that the workshop provided inadequate information about and descriptions of course level offerings.

Responses to the final two questions which solicited information in regard to improving the workshop yielded two themes. Presentors should be better organized and prepared and a more thorough and detailed presentation should be provided. Some teachers felt that time should have been provided for questions.

In viewing the various statistical results, only five of the 14 response areas received the required 80 per cent affirmative responses. It is evident that the workshop did not provide adequate course description and course level information to seventh grade teachers. This has far reaching implications. Accurate and proper seventh grade registration is critical to academic achievement at the eighth grade level. In some instances it may mean the difference between passing or failing and for others the difference between achieving to potential or "sluffing by". Further, no one can deny that achievement or the lack of it has social implications.

Taking into consideration that the eighth grade marks the beginning of the secondary school experience and career, educational planning and proper placement takes on added significance. It is at this point that educational decisions are made which will have profound reverbrations for the future as it relates to the individual students.

Since teachers have not been supplied with adequate information for registering students, they will be required to rely on supplementary material to provide them with course description, course level, and grouping and placement information for registering students for this year.

The workshop objectives are critical ones and should be included in an articulation program. The strategy for tooling up to provide students with proper registration information and to accurately register students appears to be practical. It is concluded that modifications for successful achievement of the workshop objectives would need only be in the substantive presentations at the workshop.

OBJECTIVE VIII: Seventh Grade Student Familiarization With Curriculum and Placement Information and Registration

Purpose

Students should know both general and specific information about courses before registering for them. This is true for both required and elective courses. In fact, it is perhaps more critical for students to know course descriptions for elective than required courses since elective courses are often selected on the basis of fulfilling a personal need or interest.

Knowledge of course description, course level and grouping and placement information should permit a proper orientation to be developed regarding not only course ingredients but also work expectations. This information in turn should provide a background for making wise educational choices. A logical assumption is that the more information provided, the less probability of inaccurate and inappropriate course placement and enrollment, thus making the academic transition to the new school organizational level smoother and easier.

An objective was established to attempt to guarantee that in an articulation program students would be provided essential information about courses, descriptions, course level offerings and grouping and placement practices before registering for them. The objective stated:

> By April, 1976, through group guidance and individual counseling, 80 per cent of the surveyed rising eighth grade students will be knowledgeable of eighth grade course offerings, descriptions, required and elective courses, grouping and placement practices, and their specific course level assignment for eighth grade classes as indicated by answering affirmatively 80 per cent of the questions on a questionnaire provided.

Planning and Implementation

Feeder elementary seventh grade teachers are charged with responsibility of counseling with rising eighth grade students before registering them. In order to provide students with appropriate curriculum and grouping and placement information and carry out the total requirements for student registration, teachers were provided with a workshop

(described in the previous objective) designed to provide them with dimensions of the objective requirements. The remaining requirements for completing registration were two-fold. Teachers would need to receive the required registration materials in the appropriate quantities from the secondary curriculum coordinator. Principals at the various seventh grade schools would need to arrange an organizational procedure within the school for teachers to familiarize students with curriculum information and grouping and placement practices and to register students for the courses and course levels.

The secondary school coordinator provided to each school a student handbook for each student which describes courses, course levels, grouping and placement information, and appropriate registration materials. Principals generally organized their staffs to carry out the registration process during morning homeroom periods. Registration in all schools was completed between March 15 and March 30. Students were provided a questionnaire to evaluate the effectiveness of their registration.

Evaluation, Analysis and Interpretation

A 13 item questionnaire containing 15 response areas and one question soliciting comments for improving registration was administered to 155 of the 600 rising eighth grade students to determine if they had been provided with knowledge of course descriptions, course offerings, required and elective courses, grouping and placement guidelines. In

effect, the purpose was to determine if students had been provided essential information about the curriculum before they were registered for eighth grade classes. (See Appendix BB: "Seventh Grade Student Registration Questionnaire".)

The performance based objective required that a minimum of 80 per cent of the students affirmatively respond to 80 per cent of the questions on the questionnaire. Therefore, to successfully accomplish the objective 124 students (80 per cent of 155) would need to affirmatively respond to 11 questions (80 per cent of 14) on the questionnaire.

Item analysis of the questionnaire results reveals that 100 per cent of 155 students received a handbook describing course offerings. One hundred forty-two or 92 per cent indicated that they read the handbook; 94 per cent or 146 of the students felt they understood the information contained in the handbook.

When asked to specify areas of curriculum information that teachers reviewed with them, 96 per cent or 150 students identified course descriptions; 139 or 90 per cent of the respondents indicated course level offerings and 95 per cent or 148 students identified grouping and placement practices. Eighty-eight per cent or 136 students felt that they had been provided an adequate explanation of course descriptions; 93 per cent or 144 respondents indicated they had an understanding of what the eighth grade courses were about and 140 students or 90 per cent revealed that they knew what the eighth grade course offerings are.

One hundred fifty-four or 99 per cent of the students said they knew which of the subjects are required while 92 per cent or 142 students said they knew which were elective subjects.

One hundred thirty-nine students or 90 per cent indicated they knew their course level assignment (grouping and placement assignment) for English and math for next year. Ninety per cent or 139 of the respondents felt they had been appropriately grouped and placed.

One hundred twenty-five students or 81 per cent indicated that their registration for classes for next year had been successful.

Response to the open question yielded 13 comments. Two of the 13 comments were relevant to the registration and informational processes. The two comments indicated that more detailed information about course descriptions would have been desirable.

In reviewing the analysis and interpreting the results, 100 per cent of the students indicated they received a handbook; however, only 92 per cent read the handbook, yet 94 per cent indicated they understood information contained in the handbook. Two per cent more of the students had knowledge of handbook contents than those who read the handbook. It is concluded that all students were exposed to the handbook and had access to information about course description, course level offerings, required and elective courses and grouping and placement guidelines. With two per cent more of the students understanding information in the handbook than read it implies that someone read or explained the information to those certain students.

Ninety-six per cent of the students indicated teachers reviewed course descriptions with them; only 88 per cent of the students felt they had been provided an adequate explanation of course descriptions, however, 93 per cent of the respondents felt they had an understanding of what eighth grade courses are about. It is, therefore, concluded that an adequate explanation of course descriptions was provided to 88 per cent of the students while for an additional five per cent, the information and explanations was sufficient to permit them to develop understandings into what the eighth grade courses are about.

Ninety per cent of the students indicated that teachers reviewed course level offerings; 90 per cent indicated they knew the eighth grade course offerings. Therefore, it is concluded that adequate information was provided for students to develop an understanding into courses and course level offerings.

Ninety-five per cent of the students indicated teachers reviewed grouping and placement information. Ninety per cent of the respondents indicated they knew their specific course level assignment in English and math for the eighth grade. Ninety per cent felt they had been appropriately grouped and placed. It is concluded that information about grouping and placement and course level assignments was provided in sufficient quality and quantity that a minimum of 90 per cent know their placement for next year in math and English and the criteria providing the justification of that placement and concur with decisions regarding their course level placement.

Ninety-two per cent of the respondents felt they knew which were elective subjects; however, 99 per cent indicated they knew what the required subjects were. It is concluded that information about required and elective subjects was provided to students in sufficient detail for a significant number to learn this information.

Eighty-one per cent of the students felt that registration for classes had been successful. Only two of the 155 students who responded to the open ended questions offered any substantive suggestion for improving the registration process. While 81 per cent of the students responded affirmatively to the successful registration question only two students indicated any real need for more information. Therefore, while the response to successful registration question was relatively low (although above the minimum response needed for the question to assist in determining successful accomplishment of the objective) in comparison to the other question responses, it is concluded that the relatively low response did not result from the lack of information.

In summarizing the questionnaire results, it must first be pointed out of the 15 no or yes question items on the questionnaire, only one response received less than the minimum/affirmative response requirement of 80 per cent. Therefore, 14 of the 15 or 93 per cent of items received more than the minimum requirement of 80 per cent affirmative response. It is, therefore, concluded that the objective of familiarizing rising eighth grade students with course description, course level

offerings, required and elective courses and grouping and placement information before registering them was successfully accomplished. It is further concluded that students have been successfully registered for the next school year at the eighth grade level.

An additional observation and comparison perhaps needs to be made at this time. When comparing the teacher workshop results where most of the teachers felt they had not been provided with sufficient information about the eighth grade curriculum, grouping and placement guidelines and registration information with the results of the questionnaire to determine how effectively students had been provided with the same information, an interesting contrast can be made. Only 36 per cent of the items on the teacher workshop questionnaire receive the minimum of 80 per cent affirmative responses; however, 93 per cent of the questions items received an affirmative response from students. This raises a question of how could teachers provide students with the quality of information that would enable them to be well informed about the curriculum and registration information when they felt that they had not been provided the appropriate information. It can be concluded that teacher responses to the questionnaire for evaluating the workshop reflected an attitude regarding aspects of the workshop or they became involved and secured the needed information from other sources.

OBJECTIVE IX: Parent Orientation

Purpose

The purpose of the parent orientation program was to provide parents of rising eighth grade students with information about the curriculum and other school programs and practices in sufficient detail and quality that parents may converse intelligently with their youngster regarding the new school and programs (and much expanded curriculum) and provide guidance and assistance to their youngster when the seventh graders registers for eighth grade classes. The parent orientation objective states that:

> By April 1, through a formal orientation program, 80 per cent of the parents in attendance at a meeting for parent orientation of rising eighth grade students will indicate a knowledge and understanding of course offerings, course level offerings, grouping and placement guidelines, available student activities and general school requirements and expectations in order to provide guidance for their youngster when they select curriculum offerings and co-curricular activities. The effectiveness of the program will be measured by parents responding affirmatively to 80 per cent of the questions on a questionnaire administered at the conclusion of the program.

The strategy for accomplishing the objective provided for a formal presentation and overview of data for making parents aware of elective and required courses, course descriptions, the student activities program, school rules and regulations and other pertinent information. In addition, less formal activities for providing specific elaborations or clarification to questions would be provided by establishing "situations"

where parents could visit after the formal presentation and have individual questions answered.

Planning and Implementation

Two primary organizational requirements would be necessary in order to develop and implement the parent orientation program. The first requirement would be the development of a formal program of information to be presented to parents in an assembly setting. The second requirement would include organizing for and establishing "stations" where parents who have questions about the school or programs after the formal presentation could visit and have them clarified.

The organizational requirements as conceived would include the involvement of parents and students and a number of professional staff members. The assembly program would need to consist of an overview of information concerning the curriculum, student activities program, rules and regulations and other pertinent information. The second requirement, the more informal aspect of the total program, where parents would visit various informational "stations", would require the involvement of individuals who were knowledgeable of specific curriculum ingredients and school operations.

To organize the program, the principal first scheduled a meeting November 24 with all resource people who would need to be involved in the assembly program development and production. These individuals included four guidance counselors, the director of teaching materials

for the city, a school yearbook photographer, a teacher who consented to produce and narrate the program, and the assistant principal for instruction. The initial meeting served as a time to discuss the program concept and rationale, to outline task objectives, and make involved personnel aware of others who would be associated with developing the program.

The program was described as essentially a two-part production. The first part would be a formally prepared multi media-narrated presentation. Part two of the program would provide time for parents to visit stations and interact with professional staff members, students and parents and have questions answered on an individual basis.

All of the individuals at the initial meeting were asked to assist with tasks for developing and producing the program. In order to develop the formal presentation, specific preliminary requirements would need to be satisfied. These dimensions were described as developing the program script and slides to illustrate and depict programs and concepts as the program was narrated. The group was asked to provide suggestions that would be important to be included in such a program for parents.

After some discussion, it was concluded that a program of this nature should include curricular information regarding course descriptions of all eighth grade courses, a differentiation between required and elective courses, course level offerings, course credit information and

grouping and placement practices. The student activities program and organization should be described and rules and regulations reviewed. In addition, it was felt that information regarding school organization, the school day, methods of communicating to parents and pupil personnel services program should be provided.

The second program dimension, that of parents having questions answered on an individual basis, would require individuals who were knowledgeable of specific curriculum ingredients and program operations to manage the various stations. It was concluded that the informal program dimension could be satisfied by setting-up one station for each curriculum area and stations where parents would have a chance to consult school personnel regarding the student activities program, rules and regulations, pupil personnel services and general school operations. In addition, it was felt that parent-to-parent and student-to-parent stations would be helpful.

In order to prepare the formal program dimension, specific tasks were assigned to the various individuals to carry out. Counselors were given the responsibility of writing course descriptions for each required and elective eighth grade course offering and an outline of other information concerning grouping and placement practices, and course level offerings. Counselors were to consult with department chairmen after their initial draft had been prepared. Chairmen would review and refine the work if necessary. The final drafts of the information would be presented to the principal December 10.

The principal would write the script describing the school organization, the school day, rules and regulations and the pupil personnel services as well as other emphasis of the school. The assistant principal for instruction would provide a script for the student activities program.

The director of teaching materials established the date of December 16 to do the photographic work depicting the instructional program and extra curricular activities. The yearbook photographer would assist and do the graphics for all auxiliary service programs. One of the counselors was asked to coordinate the photographer's work by evolving a photographer's schedule. It was agreed that a memo from the principal explaining the purpose of the photographer's visit would preceed the counselors' visit to the various teachers for making the schedule (See Appendix CC: Memo: "Rising Eighth Grade Parent Orientation Program".)

The second program dimension was then addressed. It was decided that five types of informational stations would be set up. Stations would be established in classrooms that were in reasonable proximity to the auditorium where the general informational program would be presented. Each department chairman and an eighth grade teacher would provide for departmental stations. Other stations would include a student station chaired by SCA officers, a parent station chaired by PTA parents, a pupil personnel station handled by counselors and a general school station chaired by the assistant principal for instruction, student affairs and administration.

It would be the principal's responsibility to carry out a number of other tasks in order to complete the organizational requirements for implementing the program. A parent letter of invitation to Newport News Night would need to be written and mailed, names and addresses of rising eighth grade students' parents would need to be secured for mailing the letters, and an evaluation instrument would need to be developed.

In addition, it would be the principal's responsibility to contact all station "managers", describe the orientation program, solicit their help and apprise them of station duties. The principal would also contact the art department chairman and request assistance in preparing station identification name placards to be placed on classroom doors to assist parents in locating stations from which more information was desirable. The director of research for the school system would be contacted and asked to have data processing retrieve names and addresses of all rising seventh grade students and prepare mailing labels.

Counselors submitted course descriptions reports on December 10 as scheduled. Their reports contained a description of both the required and elective subjects. The script outlining other programs and practices had been completed by the principal. The assistant principal for instruction provided the student activities program description. (See Appendix DD: "Parent Orientation Script".) This information was then given to the teacher who would develop and produce

the narrated program. The counselor who had been assigned the responsibility for developing the photographic schedule submitted the completed schedule December 1. (See Appendix EE: "Schedule of Photography December 16".) The art department designed and prepared the "station" signs and the principal prepared a letter of invitation to parents of rising eighth grade students (see Appendix FF: "Parent Letter"). Data processing provided gummed mailing address labels for all rising eighth grade students.

Specific details of the parent orientation program were defined to all department chairmen in a meeting February 2. Each chairman was asked to manage a station representing the instructional department. Each department head agreed to the task. They were asked to solicit at least one eighth grade teacher's help in managing the station. At an executive board meeting January 19, PTA officers were told of the planned program for parents and asked to assist by managing a parent-to-parent station. They were enthusiastic about the program concept and accepted the task. SCA officers were also asked to manage the student station and accepted.

All slides that had been made by the two photographers were given to the program narrator January 4. More slides were required and the photographer returned to the school January 19 to accommodate the need.

Since the program for parents was to be correlated with the seventh grade registration program, timing was critical in order that parents

could be concurrently informed of some of the same curriculum information as students were.

In order to correlate this information, a meeting was scheduled February 10 with the curriculum coordinator and seventh grade principals to plan and organize for seventh grade registration. It was decided that seventh grade students would be given a handbook of information describing the eighth grade course offerings during the first week in March. Seventh grade registration would occur after seventh grade teachers had been provided an eighth grade curriculum workshop. The workshop was scheduled March 1. As a result of that information and projecting the possible date of having all information in parents' hands (via their youngsters taking it home), a date of March 15 was established for the parent orientation program to be presented at Newport News Night. All seventh grade registration information was scheduled to be returned to elementary schools April 30.

Letters of invitation to Newport News Night were mailed to parents of rising eighth grade students March 4 and the program presented on schedule March 15. Parents formally evaluated the program before leaving the building.

Evaluation, Analysis and Interpretation

A nine item questionnaire containing 14 yes and no response areas and two open ended questions was administered to 70 of the 125 parents

who attended the parent orientation program. One hundred per cent of the parents responded to the survey (See Appendix GG: "Parent Orientation Evaluation Questionnaire").

The purpose of the activity was to familiarize parents of rising eighth grade students with course offerings, the student activities program and general school expectations in order to be able to assist their youngster during registration for eighth grade classes. The criterion-referenced objective established that 80 per cent of the responding parents would affirmatively respond to 80 per cent of the questions on the questionnaire in order for it to be successfully accomplished. Thus, 56 parents (80 per cent of 70) would need to affirmatively respond to a minimum of 11 (80 per cent of 14) substantive questions.

An item by item analysis reveals the following information. Ninety-nine per cent or 69 parents felt the program was helpful in orientating them to the school. When asked to identify specific areas in which they had gained more information and better understandings, 66 parents or 94 per cent indicated required courses, 62 parents or 88 per cent identified elective courses, 48 respondents or 68 per cent indicated grouping and placement guidelines, 90 per cent of 63 parents said school regulations; 50 respondents or 80 per cent indicated student activities; 70 per cent or 49 parents said course descriptions and

46 parents or 66 per cent revealed they had more information and understandings about course level offerings.

Eighty-six per cent or 60 of the parents felt that as a result of the orientation program they could better counsel with their child about the school programs and 81 per cent or 57 respondents indicated they could do the same with course offerings.

Sixty-six of the parents or 94 per cent felt that they had gained insights into school organization and the operation of the school and school programs.

As a result of the orientation program, 80 per cent or 56 respondents felt that they could better assist their youngster in making decisions about course offerings; 64 parents or 91 per cent indicated they had a greater understanding of the curriculum than they had before attending the orientation program.

When asked if an orientation program similar to the one they observed and were involved in would be helpful every year to parents of rising eighth graders, 98 per cent or 69 respondents indicated that it would.

The two open ended questions solicited specific information about (1) questions they had after the program that needed answering, and (2) comments and suggestions. To the former request, analysis reveals that only three questions were asked, two were concerned with placement criteria and the other asked if students were graded on student

activities; to the latter request a number of comments were made complimenting the program.

In reviewing the analysis and interpreting the results of the questionnaire, it is first noted that 11 of the 14 response areas received a minimum of 80 per cent affirmative responses. Therefore, the criteria was met for the objective to be successfully accomplished. In considering that this was a presentation to parents who generally are unfamiliar with the school, school operations and details of the curriculum and that seven of 14 items were concerned with extremely finite dimensions of the curriculum and school program which included knowledge of required and elective courses, grouping and placement guidelines, course descriptions, course level offerings, the student activities program and school regulations, and that over one-half of those response areas received a minimum of 80 per cent affirmative responses, it is concluded the program provided much detailed information about the school and curriculum.

Beyond the three dimensions regarding the extremely finite aspects of the curriculum that received less than 80 per cent affirmative responses, no other questionnaire item received less than a minimum affirmative response of 80 per cent.

Regarding those dimensions that received less than the minimum of 80 per cent response, 66 per cent of the parents felt the program provided more information and understandings about course level

offerings, and 68 per cent indicated the same for grouping and placement guidelines. Since grouping and placement guidelines result in course level placement and since results were separated by only two hundredths of one per cent for these two responses, it is concluded that the program should be modified to provide additional information for familiarizing parents with grouping and placement and course level offerings information (although this was not the objective).

Seventy per cent of the parents indicated the orientation program provided more information and understandings about course descriptions; 81 per cent said that as a result of the program they could better counsel with the child about course offerings and 88 per cent felt they were better able to assist their youngster in making course selection decisions. While only 70 per cent of the parents felt they had sufficient information about course descriptions, the two follow-up questions regarding the ability of parents to counsel with their youngster about course offerings and assisting them in making decisions would tend to indicate that parents did in fact gain much information about courses and crouse descriptions. It is concluded that the program provided sufficient information to parents for them to be able to be conversant with their youngster about course descriptions and involved in decisions regarding course selections.

Ninety-four per cent of the parents indicated that as a result of the program they gained an insight into school organization and the

operation of the school and school programs; 98 per cent felt the program was helpful in orientating them to the school. It is concluded that the program was helpful in providing insights into school operations and the school programs.

When asked if the program provided a greater understanding into the curriculum than they had before attending the orientation program, 91 per cent responded affirmatively; 81 per cent of the parents said as a result of the program they could better counsel their youngster about course offerings; 98 per cent felt the orientation program should be repeated yearly for parents who have rising eighth grade students. Therefore, it is concluded that the program was highly beneficial to parents in providing them information and insights into the curriculum, student activities, and school operations and should be included in a formal program of articulation for the school system.

OBJECTIVE X: Student Activities Program

Purpose

The purpose of this objective was to provide to rising eighth grade students basic information about the student activities program and general expectations and requirements for being successful at the intermediate school. Previous objectives provided curricular and registration information to students. This objective provided the complementing dimension in order for students to have information

about the total intermediate school programs and how to be successful at the intermediate school. The objective stated that:

> By April 30 of each year, through a presentation to rising eighth graders, 80 per cent of the students will indicate they are familiar with the student activities program and general expectations and requirements for being successful at the intermediate school by affirmatively responding to 80 per cent of the questions on a questionnaire after the assembly.

Planning and Implementation

Two planning and organizational tasks were required in order to carry out the objective. The first requirement would include organizing a program of information describing the student activities program; the second would be to organize a program to describe to rising eighth graders requirements for being successful at the intermediate school.

Since the principal is knowledgeable of the organization, operation and composition of the student activities program, the practitioner assumed responsibility for organizing the program to be presented to rising eighth graders.

The principal also assumed organizational and preparation responsibilities for preparing a program of information on how to be successful at the intermediate school.

In order to determine what information was desirable and should be included in such a program, a questionnaire concerning various adjustment questions was devised to solicit the needed information for preparing the ingredients of the program. The questionnaire was

administered to a cross-section of 150 eighth and ninth grade accelerated, average, slow and remedial students. The question approach for determining the information was varied and included such questions as what was the toughest or hardest thing you had to learn to do after arriving at the intermediate school, what was the easiest, what was your greatest concern before arriving, what did you have to learn in order to function at Newport News, what aspect do you like best, and others. (See Appendix HH: Memo: Collection of Student Information on "How to Survive At Newport News".)

Analysis of the questionnaire resulted in providing an outline for a program of information about the school plant, school orgarization, social and academic school requirements, individual responsibilities and rules and regulations.

The total program requirements, that of providing information about the student activities program and how to be successful, were integrated into one program. The principal, after developing the program, devised the questionnaire for evaluating the program and called and made arrangements with the elementary feeder principals to provide the information to students in an assembly type program.

Anticipating that students would have many questions about school life and adjustments at the intermediate school, student leaders were asked to accompany the principal to the various feeder schools in order to respond to questions after the formal presentation.

Evaluation, Analysis and Interpretation

A six item questionnaire eliciting eight yes or no responses and one open-ended question was administered to every sixth student after the assemblies at the elementary feeder schools. A total of 84 students were surveyed and 100 per cent responded. (See Appendix II: "Student Activities Program Evaluation Questionnaire".)

The purpose of the questionnaire was to determine if the assembly program presentation familiarized rising eighth graders with the student activities program and with information on how to be successful at the intermediate school.

The performance-based objective stated that 80 per cent of the rising eighth graders would be required to respond to 80 per cent of the questions on the questionnaire in order for it to be considered successfully accomplished. Applying the percentage requirements, 67 students (80 per cent of 84) would need to respond to six questions (80 per cent of eight) on the questionnaire.

Analysis of the questionnaire reveals that only one question received less than the minimum 80 per cent affirmative response and this was an organizational question. Therefore, with seven of the eight response areas receiving more than the minimum 80 per cent affirmative responses and only one receiving less than the minimum of 67 affirmative responses, the objective of familiarizing students with the

student activities program and information on how to be successful at Newport News was successfully accomplished.

Analysis of the questionnaire items reveals 65, or 77 per cent, of the students felt that they knew how the activities program is organized and operates. Eighty-eight per cent of 74 of the respondents indicated that the program provided insight into the student activities program.

When asked if the program familiarized them with the kinds of activities that are available within the student activities program, 96 per cent of 81 students responded affirmatively.

Eighty-nine per cent or 75 students felt they know what is expected of them as eighth graders and 94 per cent or 79 students indicated they are aware of some of the basic school rules and regulations as a result of the program. Seventy-eight or 94 per cent of the respondents indicated they felt that they could assume individual responsibility.

When questioned if they felt they knew what would be required of them at the intermediate school and if they felt they could be successful, 92 per cent or 78 students responded affirmatively to the former, while 77 students or 91 per cent responded likewise to the latter question.

The final item on the questionnaire was an open-ended one and asked students to write questions which they asked or wanted to ask after the assembly presentation was completed. There were no

substantive responses or questions regarding the activities program or how to be successful at Newport News Intermediate.

In reviewing the analysis and interpreting the results, only 77 per cent of the surveyed students indicated they understood how the activities program is organized and operates; however, 88 per cent of the respondents indicated that they developed an insight into the student activities program. Further, 96 per cent of the respondents indicated the program had familiarized them with the kinds of activities available within the student activities program. It is concluded, therefore, that the program not only provided an insight into the student activities program, but also familiarized students with the variety of activities that are available in the student activities program.

Eighty-nine per cent of the respondents indicated they knew what was expected of them as eighth graders and 94 per cent of the students said they knew what will be required of them at the intermediate school and 91 per cent felt they could be successful. Further, 94 per cent of the respondents indicated that they felt they could assume individual responsibility. It is concluded that the program provided sufficient information to students for them to understand requirements of the school (individual, social and academic) in order for them to be successful.

In summary, the program to familiarize students with the student activities program and how to be successful at the intermediate school was highly successful. It is concluded that such a program should be included as a dimension for the model of secondary school articulation.

EVALUATION

Internal Summative Evaluation

Each articulation program objective contained a specified strategy for its implementation and a performance criterion dimension for its evaluation. Formative evaluation was completed for each of the objectives after it had been implemented. With the exception of one objective, each was not only successfully implemented but surpassed the minimum established criterion requirements.

A review of the statistical achievement of the various practicum dimensions reveals the degree to which each objective was successfully accomplished. The eighth grade orientation objective resulted in a composite or mean score of 92 per cent affirmative response to the questionnaire. This exceeds the minimum criterion performance limit by 12 per cent. The late student orientation objective questionnaire yielded an affirmative composite or mean of 95 per cent which surpassed the minimum standard by 15 per cent. A 90 per cent overall positive response was obtained after the inter-organizational staff meeting and planning objective was carried out resulting in a 10 per cent response beyond the minimum requirement for successful achievement. The inter-school observation objective netted a 94 per cent composite or mean response resulting in 14 percentage points more than required for minimum successful achievement of the objective.

After the parent orientation objective was implemented and evaluated a composite of 85 per cent affirmative response was derived exceeding the minimum criterion standard by five per cent. Seventy-four per cent affirmative response was yielded when the average was computed after the workshop was conducted to familiarize feeder seventh grade teachers with eighth grade curriculum offerings and registration procedures. The minimum criterion requirement of 80 per cent affirmative response was short by a margin of six per cent.

Evaluation of the seventh grade curriculum familiarization and student registration objective yielded a composite of 89 per cent affirmative response, exceeding the criterion limits by nine per cent. Finally, a composite of 90 per cent affirmative response was recorded for the student activities objective evaluation, exceeding the minimum acceptable standard for successful implementation by 10 per cent.

It is readily apparent that with the exception of one objective, all were not only successfully implemented and achieved, but in most instances surpassed by far the minimum level of achievement for successful implementation. In the one instance where the objective was not successfully achieved according to the statistical results, comments recorded on the questionnaire reflected teachers who evaluated the workshop were evaluating how well presenters were organized rather than substance of the workshop. This assumption tends to be confirmed by the fact that students felt they had been provided with sufficient

detailed curriculum and related information by their teachers who received their information from the workshop.

The true test of the articulation model, however, is not only reflected in the degree of successful statistical implementation, but in how the implementation of the model has improved the system, how students are better served and how student movement has been facilitated by the implementation of the articulation model as compared with problems that occurred prior to the development and implementation of the model. Only through such an analysis and comparison can valid conclusions be drawn and an assessment of the model be made as an effective treatment for articulation problems.

A review of the needs assessment analysis reveals various problems which affected students as they moved through the organizational levels within the school system. A comparison of the extent to which those problems were experienced by students with the results obtained after objectives were constructed and treatment applied to solve the problems results in an analysis of the effectiveness of the treatments and consequently effectiveness of the articulation model.

The needs assessment revealed that 37 per cent of the students indicated problems in becoming familiar with the new building; 23 per cent revealed a problem with rules and regulations and 17 per cent indicated a problem in becoming familiar with their schedule. The eighth grade student orientation program was developed and implemented to familiarize students with these three dimensions of the new school.

Evaluation of the orientation program yielded specific responses to a number of both substantive and organizational questions. Three direct questions were framed to determine the effectiveness of the orientation program in providing the treatment of familiarizing students to the new building rules and regulations and their schedules. Ninety per cent of the students indicated they had been familiarized with the building; 95 per cent with their schedules and 91 per cent with rules and regulations. This yields a composite or mean of 92 per cent. Interpreted, this means that the orientation was 92 per cent effective or that after the program was concluded, an average of only eight per cent of the students felt they were not sufficiently familiarized with the three dimensions provided by the orientation program.

A comparative dimensional analysis reveals that five per cent of the students indicated they had problems with their schedule after the orientation program as compared with 17 per cent before the program, 22 per cent of the students experienced problems with rules and regulations before orientation; only nine per cent felt they were not sufficiently familiarized with rules and regulations after the program. Thirty-seven per cent indicated they had problems in becoming familiar with the building. After the program, only 10 per cent of the students felt they were not adequately familiarized with the building. Thus, by the dimension, the program reduced student schedule problems by 12 per cent, problems in knowledge of rules and regulations by 13 per cent, and building familiarization problems by 27 per cent.

In comparing the composite percentage of the three dimensions revealed by the needs assessment with the orientation program treatment results, a mean reduction of the problems can be determined. The composite or mean score achieved for the three student identified problems as revealed by the needs assessment is 25 per cent. Comparing the composite per cent of students who indicated problems before the orientation program with the composite after the program was implemented, results in a composite or mean reduction of 17 per cent. Thus, it can be concluded that the orientation program significantly reduced those problems.

Recognizing that students who enroll after the school year begins needed essentially the same orientation information that other students receive before the school year begins and much of the information provided during spring registration in order to help them make the transition to the new school smoother and easier, a late student orientation program was developed and implemented to familiarize the new student with the building, their schedules, rules and regulations, the student activities program, student services, student leaders and school officials and certain members of the professional staff.

Evaluation of the program by students who enrolled after the school year began revealed the program was extremely effective in helping the late enrollee make the transition to the new school.

A composite or mean of 95 per cent affirmative response was derived from the evaluation instrument. Analysis of responses to those questions on the questionnaire framed to determine essential objective achievement yields an even higher achievement percentage. Dimensions to be achieved by the objective included students' familiarization with their schedules, required and elective subjects, the building, rules and regulations, the student activities program and school leaders. One hundred per cent of the students indicated they were familiar with their schedule, the student activities program, the building, and rules and regulations. Ninety-four per cent indicated they knew which were required and elective courses and 81 per cent indicated they met certain student and school leaders. This results in a composite or mean of 96 per cent achievement of the objective. Therefore, only four per cent of the students who enrolled after the school year began felt they were not adequately oriented after the late student orientation program. It is concluded that the late student orientation program was extremely effective in providing the solution to the problems.

The needs assessment revealed that 28 per cent of the students felt they had been misgrouped. Seventeen per cent had difficulty understanding class assignments. Ten and 12 per cent respectively indicated problems with required and elective subjects. (The three latter statistical results imply misgrouping.) Thirty-one per cent revealed they had an inadequate description of required and elective

courses before enrolling in them and 31 per cent were not aware of their ability level assignments.

In order to provide a solution to these problems two objectives were necessary to be completed. The first objective established the requirement to familiarize seventh grade feeder teachers with curriculum and placement information, and the second objective provided for the same information that teachers learned in the workshop to be presented to rising eighth students before they were registered for eighth grade classes.

The questionnaire administered to the seventh grade students after they registered revealed that 90 per cent of them felt they had been grouped and placed properly. Eighty-eight per cent of the students felt they had been provided with an adequate explanation of course descriptions; 90 per cent knew their course level assignments and 99 per cent knew which were required courses while 92 per cent knew which were elective courses. These questionnaire components constitute a composite of 92 per cent affirmative response. Components of this per cent as related to specific dimensions and applied to each problem dimension revealed by the needs assessment yields specific assessment of treatment effectiveness.

Ninety per cent of the students felt they had been appropriately grouped after the objective had been carried out as compared to 28 per cent who felt they had been misgrouped before the program. Thirty-

one per cent were not aware of their ability level assignment before the program as compared with 90 per cent who indicated they knew their ability assignment after the program. After the program, 88 per cent felt they had been provided an adequate explanation of both required and elective course descriptions as compared with 31 per cent who indicated they had inadequate explanation before the program. In addition, 97 and 92 per cent respectively indicated they knew which were required and elective courses.

When comparing percentage responses from the evaluation of the program treatments with those of the needs assessment it is apparent that the program was highly effective in providing a solution to the problems. The program reduced the number of students who felt they had been misgrouped by 18 per cent, course level grouping by 21 per cent and lack of information about required and elective course descriptions by 19 per cent.

Dimension defined by the needs assessment which framed the objective and program when computed resulted in a composite or mean of 30 per cent. After the program had been carried out and evaluated, a 92 per cent composite or mean score was derived indicating program accomplishment. Interpreted, this means that only eight per cent of the students felt that after the program they had not been provided with sufficient description of required and elective course offerings, course level offerings and grouping and placement. Comparing the composite

per cent of students who indicated problems with the composite after the program was implemented results in an overall reduction of 22 per cent. It is concluded that the program was highly successful and significantly reduced those problems associated with curriculum orientation and grouping and placement or rising eighth grade students.

The needs assessment revealed that 59 per cent of the students were not aware of available student activities before arriving at the new school level. A program, defining the activities program, was devised which included not only a description of available extra-curricular activities but also specific information regarding how to function successfully at the intermediate school.

After the program, 96 per cent of the students indicated they were familiarized with the kinds of student activities available at the intermediate school. This means that after the program only four per cent of the students felt they were not aware of available student activities as compared to 59 per cent before the program. The program had the affect of reducing the percentage of students who were not aware of the program by 55 per cent.

In addition, after the program, 92 per cent of the students felt they knew what would be required of them at the intermediate school and 91 per cent felt they could be successful. It is concluded that both program dimensions were highly successful in providing information to students regarding the student activities program and how to be successful at the intermediate school.

The intermediate school marks the beginning of not only a new school level, but also the beginning of the secondary school experience. Many differences exist between the elementary and intermediate school. Some of these differences include a much expanded curriculum, grouping and placement practices, and general school social and academic expectations. It is critically important that parents be well informed of the total school operation and student needs in order to be able to provide support both to their youngster and the institution. It was on these basis that a parent orientation objective and program was developed. The program presentation was sequenced to correlate with the registration of rising eighth graders in order that parents and students be simultaneously provided with much of the same information.

The program was highly successful. Ninety-eight per cent felt the program was helpful in orientating them to the intermediate school. Ninety-one per cent of the parents indicated they had a greater understanding into the curriculum as a result of attending the program and 94 per cent felt they had an insight into the school program, organization and operations. Ninety-eight per cent felt the program should be repeated annually for parents.

The total needs assessment included a survey and analysis of both student and professional staff problems. In addition to problem areas revealed by students and already discussed, the professional staff revealed a number of concerns. Ninety-eight per cent of the professional

staff felt that an articulation program linking all secondary levels should be developed. Other problems and concerns were developing appropriate understandings and attitudes for articulation, improving communications between school levels, providing time for articulation, professional staff meeting and planning together, developing cooperative programs between schools and developing curriculum continuity.

As a result of these identified problem areas two comprehensive objectives were developed to provide program treatments to alleviate the problems. Objectives which were evolved from the discernment of the expressed concerns include "Inter-Organizational Staff Meeting and Planning", and "Inter-School Observations".

The inter-organizational staff meeting and planning program objective was developed to eliminate many of the specifically identified professional staff problems. The objective dimensions stated that as a result of meeting and planning between professional staff members, communications would be improved. Implied in the objective was more than idle talk. Substantive communication would be involved. Therefore, the outcome would not only be the establishment of communication, but increased knowledge and understandings of programs. It would also result in the initiation and development of a number of other dimensions including professional relationships among the professional staff members between the school levels.

After the program was implemented and results evaluated, the computed composite or mean affirmative response was 90 per cent. This indicates the overall response to the objective. A higher composite response was achieved when only the critical dimensions of the questionnaire were computed. Ninety-four per cent of the respondents felt that the meetings and planning sessions had improved understandings, 93 per cent felt that the sessions had improved communications and 98 per cent felt the program was helpful in exchanging ideas. It can be readily observed that these dimensions yield a composite of 94 per cent affirmative response. Therefore, only six per cent of the professional staff involved in meeting and planning felt that the program was ineffective in establishing cooperation, communication and understanding between the school levels. An apparent inference here is that the eight per cent negative response represents individuals who were either not involved or refused to become involved - and, therefore, reflect a negative attitude toward the concept of meeting and planning. It is concluded that the program objective was successfully accomplished providing for a variety of needs within the ranks of the professional staff.

The second in this series of objectives was developed to extend the first objective. The inter-school visitation and observation program was designed specifically to provide for a continuation and follow-up to the previous meeting and planning. The stated purpose was to improve

understandings. Results of critical questionnaire dimensions indicate the program was extremely successful. One hundred per cent felt that communications between the school levels had been improved; 100 per cent felt that an attitude of cooperation exists between schools. Further, 100 per cent involved in the inter-school observation program indicated that it helped to develop additional insights that were not developed during the inter-school professional staff discussions. Areas defined where the insights and understandings were developed included emphasis of instruction, organization for instruction, approaches to instruction and knowledge of content. It can only be concluded that the inter-school observation program objective was effective in providing the insights into inter-level school programs.

In conclusion, it is evident that the practicum achieved its purpose. The end product of each objective or program dimension designed to provide either a smooth transition for students through the organizational breaks or establish communication between the professional staff was achieved which significantly reduced problems identified by the needs assessment.

External Summative Evaluation

External evaluation was completed by two officials from the Virginia State Department of Education. After reviewing the document, both the Supervisor of Junior High Schools and Supervisor of Senior High Schools

have indicated that the program is valid and the document sound and further that the work represents one of the first formal vertical articulation program models in the State. (See Appendix JJ: "Appraisal From Dr. Robert Jewell, Supervisor of Junior High Schools", and Appendix KK: "Appraisal From Mr. Jim Stiltner, Supervisor of Senior High Schools".)

In addition, the practicum has been reviewed by the three officials of the Newport News Public School System who were designated as practicum observers. Finally, the practicum model was submitted to the Superintendent and his Cabinet (who initially sanctioned the development of the needs assessment and provided the authority to develop the articulation program) for its adoption as the model of secondary school articulation for the school system.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The purpose of the practicum was to develop a model of vertical articulation linking the elementary feeder schools and the intermediate schools. The model was developed after a comprehensive needs assessment was carried out to determine specific problems of both students and the professional staff.

Problems identified by students and the professional staff were converted to and framed performance based objectives for the articulation program and model. After each objective was implemented, it was formatively evaluated, which permitted immediate feedback and knowledge of the treatment effectiveness and whether modifications in the treatment would be necessary for improving the program. After all objectives were carried out, two summative evaluations were performed. The first was an internal summative where statistical results of the needs assessment findings were compared with formative evaluation statistical results. This comparison and analysis yielded the valid articulation program achievement. In the instances where problems were identified in the needs assessment and incorporated and constituted either dimensions of or an entire objective, as in the case of the professional staff expressed concerns, no statistical comparisons could be made, therefore, these results must stand alone. In these instances, the extent to which

the objectives were successfully implemented and reflected by the evaluation is the extent to which program objectives were successful in solving the identified problems.

The final evaluation was completed by authorities from the State Department of Education. Their review and analysis represents external evaluations by authorities in the field of education.

It is evident, from the evaluation results, that the articulation program achieved its purpose and was highly successful. The program objective designed to provide curriculum and related information to the seventh grade feeder teachers was not statistically achieved; however, the final product, that of providing essential information to students for appropriate registration, was highly successful.

As a result of successfully completing the various program objectives, the articulation program model contains an eighth grade orientation program dimension to familiarize incoming eighth graders with the building, their schedules and rules and regulations, a spring seventh grade feeder teacher program to familiarize them with curriculum and related information in order to register students for eighth grade classes, a dimension to familiarize students with the same information seventh grade teachers learned before registering students and a dimension to provide seventh grade students information about the student activities program at the intermediate school.

In addition, the program model contains late student orientation dimensions which provides the late registrant with essentially the same information that spring registration and fall orientation programs do for other enrollees.

The program model further incorporates two dimensions for professional staff meeting and planning. One establishes communication resulting in substantive idea exchange and the other more specific knowledge of approaches, methods and emphasis of instruction.

The final dimension of the model includes a parent orientation program to provide parents with much of the same information regarding curriculum and school practices and procedures that is provided for rising eighth grade students.

Thus, it can be seen that the articulation model has resulted in a systemitized program of practices and procedures which provides for the continuity of student movement from the seventh grade elementary to the eighth grade intermediate school organizational levels and establishes communications among the professional staff members who work at these school levels.

Concurrently while this practitioner was developing the articulation program and model linking the elementary seventh grade with the intermediate eighth grade, another practitioner was working to develop a similar model of articulation joining the intermediate ninth grade with

the senior high tenth grade. Findings of both programs have been synthesized in another document to provide a complete model of secondary school articulation for the school system.

CONCLUSIONS

As a result of the development, implementation and evaluation of the articulation program a number of conclusions can be drawn.

1. Articulation problems in a school system may include a number of diverse dimensions. Only through a valid needs assessment can specific problems or problem dimensions be validly identified. Therefore, it is concluded that a needs assessment is critical to the valid determination of specific articulation problems within a school system.

2. Problems of articulation in a school system may impinge upon either the curriculum or human areas. Organizational fragmentation and the resulting disjointedness cause many of the problems experienced in the human areas. These problems may encompass both the professional staff who work at the different organizational levels and students as they move through organizational breaks of a school system.

A formal articulation program was designed from results of the needs assessment findings which provided solutions to problems determined by the needs assessment. It is concluded that a program of articulation, when based upon findings of a needs assessment, can provide solutions to problems created by fragmentation of a school system.

3. Problems and concerns of students and the professional staff determined through the needs assessment were converted to criterion referenced objectives and framed the articulation program design. The

objectives were applied as treatments for identified problems which resulted in significant improvement of the problems. It is concluded that the method of converting identified problems or problem dimensions into performanced based objectives can provide for effective treatments of articulation problems.

4. The needs assessment findings revealed that organizational fragmentation and the resulting disjointedness impedes the transition of student movement through organizational breaks and communication between professional staff members who work at the different organizational levels. The articulation program linked-the-levels to provide for a smoother transition of student movement through the organizational breaks and established avenues for communication among the professional staff members. It is concluded that a properly designed and carefully implemented articulation program can provide solutions to problems encountered by students and the staff resulting from disjointedness resulting from organizational fragmentation.

5. Treatment for vertical articulation problems must be incident to those problems encountered by students and the professional staff. Less apparent but critically important is that school patrons need to be familiar with the schools' programs, services, and practices and procedures in order to provide guidance and assistance to their youngster when making educational decisions. It is, therefore, concluded that a vertical articulation program should contain treatment dimensions

which familiarize parents with information about programs and practices and procedures of the school.

6. Organizational fragmentation and the resulting disjointedness tends to result in divergence in programs and an efferant flow in a school system causing a "system-of-schools" rather than a school system. The development and implementation of a properly designed articulation program provides continuity of services and programs. It is concluded that an articulation program may help move a school system toward an afferant flow providing for consistency and continuity of programs and practices in a school system.

7. The pilot-model articulation program was effective in providing for the smooth transition of students through the organizational break and establishing professional staff communications between the elementary seventh and intermediate eighth grade organizational breaks. This was due in part to key staff members becoming involved with and supporting the program. Key leader support at the field level is necessary for successful program implementation. It is concluded that successful implementation of a system wide articulation program will require that impetus for successful implementation be derived from the central level and not only pervade the field level leaders but also staff members in a school system.

RECOMMENDATIONS

1. The articulation program or dimensions of the program herein developed are adaptable. That is, other school systems that have a similar organizational structure and experience the same kinds of problems could adopt either the model or program dimensions. However, it would be more prudent where no articulation program exists to use the model as a guide in developing a formal articulation program tailored to specific needs of the system. It is, therefore, recommended that rather than adopting the model that steps in, this model be employed as the process in developing such a program. These steps include a formally conducted needs assessment for the determination of specific problems, the conversion of needs assessment findings to performance based or criterion referenced objectives in order to provide formative evaluation after each objective is implemented and the development of strategies to serve as vehicles for program treatments through objective implementation. Results of program dimensions should be evaluated in summary form at the conclusion of the program implementation to determine program achievement.

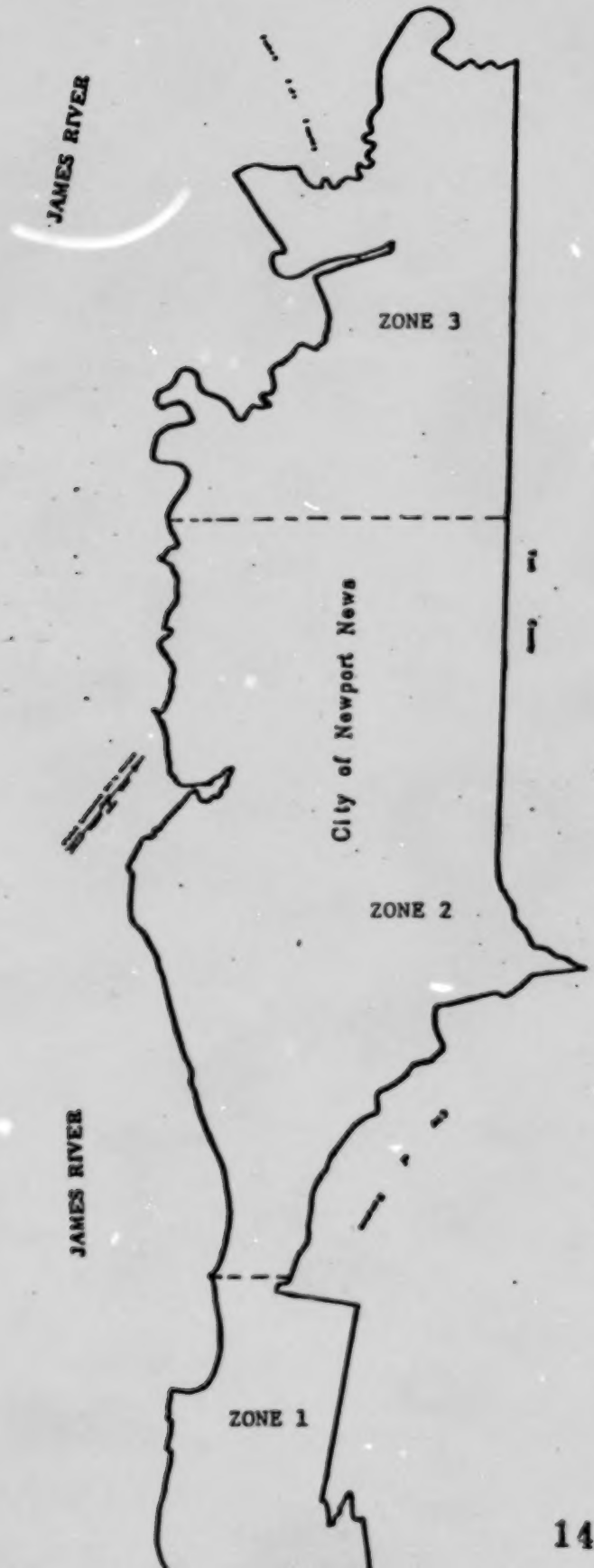
2. Articulation implies a smooth flowing of programs and practices and procedures. In order for a program of articulation to be successful, there must be appropriate attitudes, communications, coordination and

cooperation among a number of people who occupy various leadership positions in a school system. The impetus for the commitment must emanate from a source sufficiently influential to motivate a large segment of the professionals in a school system. It is, therefore, recommended that before an articulation program is attempted, that upper eschelon personnel be committed to the value of articulation.

3. Mobilizing large groups of individuals in a school system and securing a commitment from them implies that the need and purpose for such a program be identified and justified to the individuals who will be affected by the program. It is, therefore, recommended that field level administrative personnel become actively involved with the program and provide appropriate communications and information to teachers who will ultimately be involved in the implementation in order that they develop an appropriate commitment for carrying out the program.

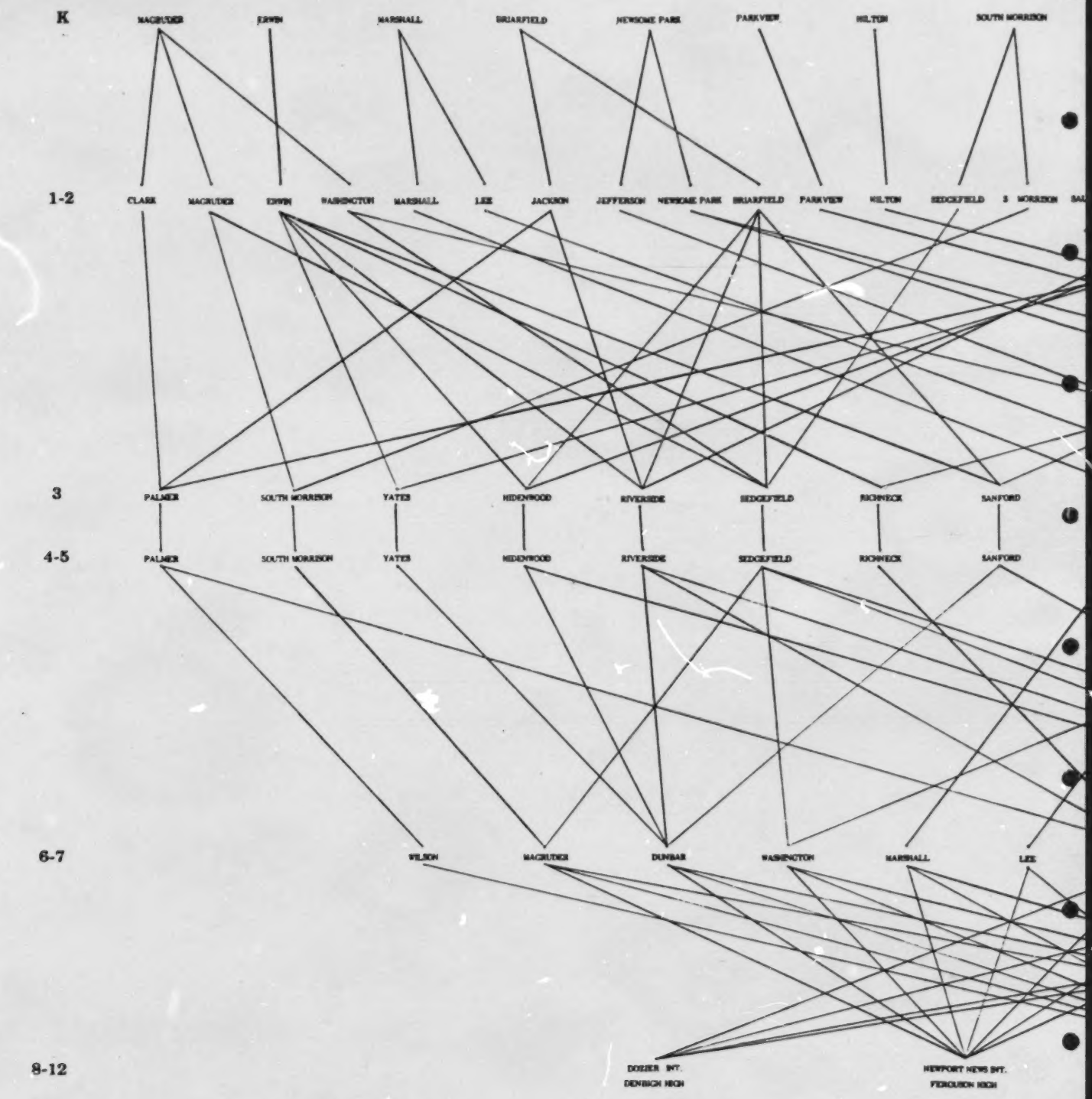
4. While field level administrative personnel are the "henge leaders" in an articulation effort whose actions will, to a large extent, influence the degree of successful implementation, such a program will perhaps be more successful if a central office administrator coordinates the total effort. It would be appropriate that a central office official associated with instructional services be designated to provide appropriate coordination of all articulation efforts in a school system.

5. To successfully carry out some of the program dimensions, teachers at various organizational levels are required to engage in substantive discussions. While supervisors of the various subject disciplines should be in attendance at articulation meeting, identified teachers in the various group meetings should assume the leadership role. In order for these teachers to function effectively as group leaders, they will need to employ a variety of leadership skills. It is highly recommended that principals review techniques of group leadership with the designated key teachers prior to group meetings in order that they serve effectively in the leadership capacity.


JAMES RIVER
ZONE 3
City of Newport News
ZONE 2
JAMES RIVER
ZONE 1

APPENDIX B

AN ANALYSIS OF THE STRUCTURE AND ORGANIZATION OF NEWPORT NEWS PUBLIC SCHOOLS


GRADES
K
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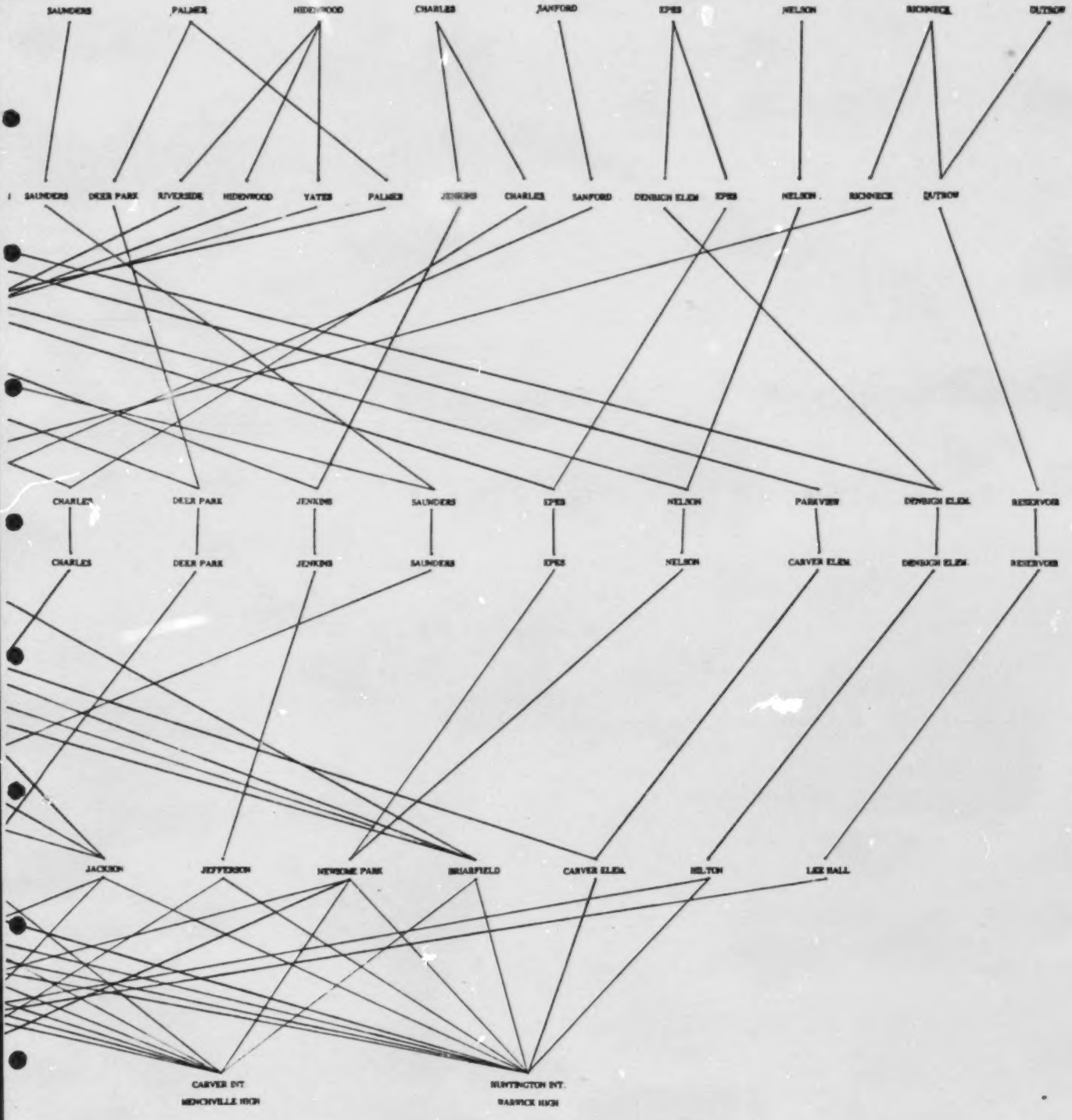
MAGRUDER
ERWIN
MARSHALL
BRIARFIELD
NEWSOME PARK
PARKVIEW
HILTON
SOUTH MORRISON
CLARK
WASHINGTON
LEE
JACKSON
JEFFERSON
SEDGEFIELD
PALMER
YATES
HIDENWOOD
RIVERSIDE
RICHNECK
SANFORD
WILSON
DUNBAR
DOZIER INT.
DENBIGH HIGH
NEWPORT NEWS INT.
FERGUSON HIGH

GANIZATION OF NEWPORT NEWS PUBLIC SCHOOLS.



February 14, 1975

ARTICULATION PROPOSAL

J. W. Kilpatrick

Requirements of the Nova doctorate program

The felt problem - Articulation

a. Formal Needs Assessment - questionnaires

b. Strategy

c. Method - Pilot
   Human effort
   Facilities
   Time needed

d. Evaluation
   Formative
   Summative

APPENDIX D

ARTICULATION QUESTIONNAIRE

TEACHERS, SUPERVISORS, ADMINISTRATORS

There has been no system-wide formal articulation program between paired elementary and intermediate and intermediate and senior high schools since the inception of the intermediate-senior high organizational concept in August, 1971. Articulation is defined as providing continuity in programs and services to insure a smooth and effective transition for students between the various school units, elementary to intermediate and intermediate to high schools.

The purpose of this questionnaire is to assess your feelings in regard to the necessity for developing a system-wide articulation program.

With this in mind, it would be greatly appreciated if you would respond to the following questions as well as making any other comments in the appropriate spaces. Thank you for your time and concern.

1. Please check the following: I am a
   a. _____ Teacher
   b. _____ Department Chairman
   c. _____ Guidance Counselor
   d. _____ Supervisor
   e. _____ Administrator

2. If you are a teacher or an administrator please check where you work.
   a. _____ Elementary
   b. _____ Intermediate
      _____ 8th
      _____ 9th
   c. _____ Senior High
      _____ 10th
      _____ 11th
      _____ 12th

3. An articulation program is needed between (please check one of the following):

   a. _____ 7th and 8th grades
   b. _____ 9th and 10th grades
   c. _____ Both 7th-8th and 9th-10th grades
   d. _____ No articulation program is needed

4. If you feel there should be an articulation program, please rank the following according to the importance to you (1st, 2nd, 3rd, 4th, 5th, 6st)

   a. _____ Visitations: teachers, students, between schools;
   b. _____ In-service meetings between the paired schools:
   c. _____ Departmental chairman of paired schools meeting and planning together;
   d. _____ Departmental members of paired schools meeting and planning together;
   e. _____ Teachers, counselors, and administrators of paired schools (and supervisors) meeting and planning together;
   f. _____ Student orientation programs for the next level.

5. Have you been involved in an articulation program _____ _____ (If your answer is yes, please print your name and school) YES NO

Name _____ School _____

6. If you feel there should be an articulation program, what do you see as the greatest problems of articulation between the elementary and intermediate schools and intermediate and senior high schools?

7. Are there other aspects, concerns or phases of articulation that should be considered? Please specify.

8. Please list any comments you have in regard to articulation or developing and implementing such a program.

9. Would you be willing to serve on an articulation committee? If yes, please list name and school.

Name _____ School _____

APPENDIX E

STUDENT ARTICULATION QUESTIONNAIRE

Please circle your grade level - 8th, 9th, 10th, 11th, 12th

As you progress through school and complete certain grade levels, you must leave the programs of one school building and enter those of another. Such moves occur at the end of the seventh and ninth grades. That is, when you complete those grade levels, you are required to move to a new school in another building to continue your education.

The movement from one school building to another may or may not have been smooth for you. By answering the following questions you can help us decide whether or not a program should be developed to improve this transition for students.

1. If you had any problems when you made the change in school from the 7th to 8th grade or 9th to 10th grade, please check the blank opposite the item which caused the problem.
   - a. _____ Your schedule
   - b. _____ Required subjects
   - c. _____ Elective subjects
   - d. _____ Subject level difficulty
   - e. _____ Student activities
   - f. _____ School rules and regulations
   - g. _____ Understanding assignments in your classes
   - h. _____ Becoming familiar with the new building
   - i. _____ Getting acquainted with other students
   - j. _____ Others (please list on back)

2. _____ Yes _____ No Did you know and understand what the graduation requirements were before arriving at your present grade level?

3. _____ Yes _____ No Do you now have a knowledge of what the required courses for graduation are?

4. _____ Yes _____ No Were you placed in an incorrect subject level such as "average," "Y," "R," or "X"?

5. _____ Yes _____ No Were you aware of your ability level assignment before you left your last school?

6. _____ Yes _____ No Did you know what extra-curricular activities were available before you arrived at your "new" school?

7. _____ Yes _____ No Did you have descriptions of the content of both required and elective courses before enrolling in them?

8. _____ Yes _____ No Did you request a schedule change this year? If your answer is yes, please list the reason.

9. Please put a check in front of any of the items listed below that would help in solving problems you encountered in moving from one school to another.
   - a. _____ Orientation before school begins in the fall
   - b. _____ More information about courses before registration in the spring
   - c. _____ More information about course levels
   - d. _____ More contact with "new" school before being assigned to that school
   - e. _____ Interschool visitation during the school year before being assigned to the school
   - f. _____ Student handbook giving course descriptions, providing information about extra-curricular activities and outlining other pupil services
   - g. _____ School handbook of rules and regulations

(Over)

10. List or describe any other ways you feel that changing to a "New" school could be made smoother, easier, or more satisfactory.

APPENDIX F

May 15, 1975

MEMO TO: _____

FROM: John W. Kilpatrick, Principal, Newport News Intermediate School
James W. Starboard, Principal, Warwick High School

SUBJECT: Student Articulation Questionnarie

At least two recent school evaluation teams from the State Department of Education and the SOQ City Task Force have recommended that a formal plan for articulation be developed between elementary and intermediate and intermediate and the senior high school to effect a smoother student transition from one school level to the next. Such a plan, it is felt, would have much merit and be greatly beneficial for students and teachers.

The idea of formulating a plan of articulation has been discussed with and sanctioned by Dr. Don Roberts, Superintendent of Schools, and includes a survey of students and teachers to determine problems and objectives. A questionnarie has been developed to make the needs assessment. Students throughout the city at each secondary grade level will be surveyed through English classes. These students were randomly selected by the computer from all secondary students in the city.

English teachers' help throughout each secondary school is needed to carry out the assessment. Your help will be greatly appreciated.

Attached is one questionnaire for each student whose name was selected from your classes. Please permit the students to respond to the questionnaire but do not let them discuss their responses with one another before returning it to you. Feel free to define any word(s) for students. Please return all questionnaires to your principal by Thursday afternoon.

John Kilpatrick, Newport News Intermediate, and James Starborad, Warwick High, will co-chair the city efforts to develop a formal plan of articulation if the needs assessment confirms that a program should be developed.

Thank you in advance for your help.

May 16, 1975

MEMO TO: _____

FROM: John W. Kilpatrick, Principal, Newport News Intermediate School
James W. Starboard, Principal, Warwick High School

SUBJECT: Teachers Articulation Questionnaire

There has been some recent evidence that an articulation program should be developed for schools within the city to help effect a smoother student transition from one level to the next. Doctor Roberts, Superintendent of Schools, has approved a survey to determine a needs assessment. Both students and teachers at secondary grade levels will be asked to help with this assessment.

Your name was selected randomly to make up a sample for purposes of this survey, and your input is needed for valid result. It would be appreciated if you would take time to respond to the attached questionnaire in order that we get your views.

It is recognized that this is the busiest time of the year for you, but we appreciate your cooperation. Please return the completed form to your principal by Thursday, May 22, 1975. Please remove the name tag from your questionnaire before returning it to the principal.

Thank you in advance for your help.

6-13-75

APPENDIX H
RANKING OF PROFESSIONAL STAFF
QUESTIONNAIRE RESPONSES

	INTER. TEACHERS	H.S. TEACHERS	DEPT. CHAIRMEN	GUIDANCE COUNSELORS	SUPERVISORS	ADMINISTRATORS	TOTAL
RESPONSES	55	69	8	7	9	10	158
3. An Articulation Program is needed between:							
A. 7th and 8th Grades	15	0	0	0	1	0	16
B. 9th and 10th Grades	7	24	2	0	2	1	36
C. Both 7th-8th and 9th-10th Grades	33	42	6	7	6	9	103
D. No Articulation Program is needed	0	3	0	0	0	0	3

4. If you feel there should be an Articulation Program, please rank the following according to the importance to you (1st, 2nd, 3rd, 4th, 5th, 6th)

	Rank		Rank		Rank		Rank		Rank		Rank		Rank Totals	
A. Visitations: teachers, students, between schools:	6	197	6	299	6	37	4	29	6	41	4	33	6	636
B. In-service meetings between the paired schools:	4	162	4	233	5	36	2	23	5	36	2	24	4	514
C. Departmental chairman of paired schools meeting and planning together:	3	149	3	225	4	28	4	29	2	29	1	23	3	483
D. Departmental members of paired schools meeting and planning together	1	130	2	190	2	23	3	25	3	32	5	34	2	434

	INTER. TEACHERS	H.S. TEACHERS	DEPT. CHAIRMEN	GUIDANCE COUNSELORS	SUPERVISORS	ADMINISTRATORS	TOTAL
E. Teachers, counselors, and administrators of paired schools (and supervisors) meeting and planning together:	Rank 2 | 141	Rank 1 | 159	Rank 1 | 21	Rank 1 | 10	Rank 1 | 16	Rank 2 | 24	Rank 1 | 371 Totals
F. Student orientation programs for the next level	5 | 107	5 | 253	2 | 23	6 | 31	4 | 35	6 | 42	5 | 571

APPENDIX I

ANALYSIS OF PROFESSIONAL STAFF ARTICULATION QUESTIONNAIRE

The professional staff questionnaire was administered to intermediate and senior high teachers, department chairmen, guidance counselors, subject area supervisors, and administrators to determine if a need existed for the development of a formal program of articulation. The questions can generally be categorized into three areas: (1) the actual need for developing such a program, (2) a ranking of treatments to determine priorities, and (3) open-ended questions which solicited further responses dealing with problems and concerns for implementing a program of articulation.

A sample of teachers including department chairmen and guidance counselors was selected by choosing every fourth name of all high school teachers listed in the school system directory. Subject area supervisors, the coordinators of both elementary and secondary education, the director of instruction, and each principal and assistant principal for instruction of the four intermediate and four senior high schools were surveyed. In addition, one Assistant Superintendent and the Superintendent's administrative assistant responded to the questionnaire. This group comprised a total of 203 professional staff members. One hundred fifty-eight of the 203 or 77.8 per cent of the questionnaires were returned. One hundred seventy-two questionnaires were sent to teachers, department chairmen and guidance counselors. One hundred thirty-seven or 79.6 per cent were returned. Supervisors returned nine of thirteen

questionnaires or 69.2 per cent while administrators returned ten of eighteen or 55.5 per cent.

Analysis of the questionnaire by categories of respondents reveals that of the 160 respondents, 55 were intermediate teachers, 70 senior high teachers, nine department chairmen, seven guidance counselors, nine supervisors, and ten administrators.

An analysis of responses to the first substantive question (number 3), whether an articulation program was needed and if so at what level, reveals only sixteen of 158 or 10.0 per cent felt that such a program was needed between the 7th and 8th grades; 36 or 22.7 per cent felt that one was needed between grades nine and ten; 103 or 65.1 per cent indicated that a program was needed between both 7th-8th grades and 9th-10th grades. Only three or 1.9 per cent felt no articulation program was needed. Thus, 155 of the 158 respondents or 98 per cent felt an articulation program in the school system was needed.

Question four dealt with a priority ranking of suggested treatments for an articulation program. Respondents were asked to rank each item by assigning a numerical value of 1 (the highest rank) to 6 (the lowest rank) for each of the sub-items a-f. This resulted in a cumulative weighting of inverse proportions for each item. Consequently, the larger the cumulative total the lower the rank. Conversely, the smaller the cumulative total the higher the rank. Thus, item 4-e with a cumulative total of 371 (the smallest) has a numerical rank of 1. Likewise, item 4-a with a cumulative total of 636 (the largest) has a numerical rank of 6.

An analysis of the rankings by the various groups yields the following results: Items e, d, and c ranked 1, 2 and 3 respectively, while items b, f and a, respectively, ranked 4, 5, and 6. The top ranked items have to do with meeting and planning together while the lowest ranked items have to do with in-service, visitation between schools of students and teachers, and student orientation.

Both intermediate and high school teachers ranked all the items exactly alike except for items d and e which they reversed. Guidance counselors and administrators ranked item b, in-service, high in importance (2) while all other respondents ranked it relatively low in importance (4, 5). Department chairmen gave item b, student orientation, a high priority (2), while all others gave it a relatively low priority (4, 5, 6). Most respondents ranked item d, department members meeting and planning together, relatively high (1, 2, 3), while administrators ranked it relatively low (5). Supervisors and administrators ranked item c, department chairmen meeting and planning together, high (1, 2), while department chairmen and guidance counselors ranked it relatively 102 (4). Teachers ranked it (3). All respondents ranked item 3, teachers, counselors, and administrators of paired schools meeting and planning together, high (1, 2). Finally, all respondents ranked item a, visitations of teachers and students between schools, low (4, 6).

An examination of responses to open-ended questions six, seven, and eight reveals the following:

Administrators felt the greatest problems were in the areas of developing appropriate attitudes, continuity of the curriculum, the student activity program, communication, time for working cooperatively between schools on articulation, and the social adjustment of students. In addition, it was felt that city-wide course guidelines and criteria for grouping and placement should be cooperatively developed and established.

Supervisors listed appropriate attitudes, communication, time for articulating, continuity of the curriculum, and grouping and placement as their major concerns. In addition, detailed planning and development of a common philosophy were other suggestions.

Guidance counselors and department chairmen responded with generally the same concerns and strongly urged that cooperative programs be developed through meetings and planning together on a city-wide basis.

In their responses, teachers listed problems in areas of duplication of course material between school levels, communication, continuity of the curriculum, time to articulate, in-service programs, teachers understanding of course objectives and goals, and student grouping and placement. Further, the teachers felt that there should be student orientation programs by which students would be made aware of course offerings, activities, and rules and regulations of the new school. Many indicated that a program should be developed for follow-up of students articulating between the institutions in order to get feedback

data for evaluative purposes. Other felt needs that were mentioned included cooperative projects between schools, establishment of liaison committees between schools, and the development of an orientation program for students new to the school who matriculate after the school year begins.

APPENDIX J

SUMMARY OF ANALYSIS AND INTERPRETATION OF NEEDS ASSESSMENT

In reviewing the analysis and interpreting results of the questionnaire administered to the professional staff, it was found that ten per cent (10%) of the intermediate and twenty-three per cent (23%) of the senior high school teachers felt that an articulation program should be developed linking their levels with the immediate lower level; however, 65 per cent indicated the program should be developed linking the seventh to eighth and ninth to tenth grades thereby providing continuity of programs and practices consistently throughout the secondary schools. While there were some inconsistencies as indicated by a few individuals at the various levels preferring linkage with their immediate lower level, a total of 98 per cent of all the professional staff felt that an articulation program should be developed.

It was further observed that both intermediate and senior high teachers had very definite but similar views in regard to who should be involved in an articulation program and how it should be developed. Except for one item which was reversed, each of the teacher groups ranked a six item list of possible articulation treatments exactly alike. Consistency in thinking to this degree was not reflected among any of the other groups nor between teachers and the other groups.

Department chairmen and supervisors held similar views in ranking three of the six items (a, b and e) and counselors and administrators demonstrated consistency in prioritizing three items (a, b, and f);

they did not rank them the same as either of the two previously mentioned groups. Beyond those similarities, no other consistency in ranking was revealed.

In extreme contrast, counselors and administrators ranked item "a" as fourth, while all others of the six groups of respondents assigned it a priority of six. In similar contrast, item f was assigned a rank of six by administrators and counselors while all other respondents gave that item a higher ranking. Item e was assigned the top priority by all raters except administrators and intermediate teachers who ranked it second.

The foregoing data reveals that teachers view treatments for solving articulation differently than other groups of respondents. Each of the other groups established a different set of priorities which do not correlate with one another or with the teachers' groups. However, while the other groups ranked the treatments differently, it would appear that all six items suggested as treatments for solving articulation problems are possible valid methods for organizing a plan of articulation program treatments.

Additional input was sought for developing an articulation program through three open-ended questions. Professional staff members were asked to enumerate what they considered were (1) the greatest problems, (2) other aspects and concerns and (3) suggestions for developing and implementing a program of articulation. Some of the responses in the category of "greatest problems" were enumerated in the category of

"aspects and concerns". The same kind of enumeration took place in category (3). Therefore, for purposes of analysis, all three categories were combined and the following common areas were identified: (1) developing appropriate attitudes, (2) communication, (3) grouping and placement, and (4) meeting and planning together or a time for working between schools. In addition to the areas found common among all professional staff, administrators further identified other areas which include: (1)continuity of curriculum, (2) social adjustment, and (3) the student activities program as concerns and problems; supervisors felt that the development of a common philosophy was an important need. Teachers, however, not only enumerated some of the same problems as indicated above, but demonstrated a greater insight and sensitivity to problems and concerns. In addition to those problem areas indicated above, they felt that other problems were: (1) duplication of course materials between schools, (2) in-service programs, (3) course goals and objectives, (4) student orientation programs before school for all students and new students as they enrolled, (5) follow-up of students as they move through the grade levels for evaluative purposes, (6) establishment of liaison committees between schools, and (7) cooperative projects between schools.

In contrasting responses made to the open-ended questions with the items they ranked in the previous question, it is noted that although teachers assigned a low priority to in-service, student orientation

programs and teacher and student visitations, they in fact suggested them as concerns in the open-ended question. This would tend to indicate that all items in the previous questions were important and should be attempted as possible solutions to the articulation problem. In addition, by further emphasizing these items as problems they tended to further validate responses to the previous questions.

In interpreting the results of the student questionnaire, inferences regarding the total number of students within the school system can be drawn from the sample. In extrapolating from the sample, in which there is an identified problem, to the school population of 11,000 students, a ten per cent return for an item represents 1,100 students who could be expected to have that problem. Assuming that the problem was equally distributed among all students, 137 students in each of the eight secondary schools would be affected. This would constitute a significant number of students. Therefore, a 10 per cent return for a problem is considered significant for purposes of this survey.

The questionnaires of students having no responses to any of the items in question one were tabulated. Seventy-one or 16.2 per cent of the students in the sample indicated they had no problems as a result of moving from one building to another. However, 83.8 per cent of the students surveyed had problems and this was a significant proportion of the students sampled.

The initial question attempted to determine specific problems that students had encountered when they moved from one building to another. Ten per cent or more of the students sampled indicated a problem with each response area with the exception of item j which provided "others" responses. The percentages of responses for each item ranged from six per cent for item j, "others", to 37 per cent for item f, "becoming familiar with the new building". Therefore, with the exception of item j it is concluded that each of the items a through i was identified as a significant problem for students when they moved from one educational unit to the next. In a priority order, the problems were identified as (1) becoming familiar with the new building, (2) school rules and regulations, (3) getting acquainted with other students, (4) understanding class assignments, (5) their schedule, (6) required subjects, (7) subject level difficulty, (8) student activities, and (9) elective subjects.

Data was collected from questions two through eight regarding current practices. The greatest problem was identified as the lack of student activities information. Fifty nine per cent of the students indicated this as a problem. A low of 10 per cent said they did not have knowledge of graduation course requirements. Twenty-eight per cent of the students indicated they were placed in an incorrect subject level, thirty-six per cent requested a schedule change, and thirty-one per cent said they were not aware of their ability level before arriving at the new school; a significant number, thirty-one per cent, also indicated that they did

not have appropriate course descriptions before leaving their last school. It should be pointed out that each area was identified by 10 per cent or more of the students as a problem. Therefore, it appears that under current practices there is insufficient information being provided to students in each of the above areas and objectives need to be developed to provide solutions to these problems.

The third area of the questionnaire requested students to identify possible solutions to problems they had encountered at "breaks" between the educational units. This resulted in students prioritizing solutions. Results reaffirm problems encountered as they were identified in question one. Analysis showed that each item specified as a possible solution was identified to be significant with the percentages ranging from 66 per cent to 43 per cent. The ranking is as follows: (1) student handbook giving course descriptions, providing information about extra-curricular activities and outlining other pupil services, (2) more information about courses before registering in the spring, (3) orientation before school begins in the fall, (4) school handbook of rules and regulations, (5) more contact with the new school before being assigned to it, (6) interschool visitation during the school year before being assigned to the school, and (7) more information about course levels.

Comparing responses to question one, in which students identified problems they had encountered, with question nine, in which students indicated solutions to the problems, a rather large disparity is revealed.

It would appear that students feel that physical and social dimensions of school were the most difficult problems to overcome but felt that the problems can be solved through academic orientation and more information. Therefore, in developing a program of articulation each of the dimensions enumerated as solutions should be carefully considered and incorporated in such a program if possible.

The open-ended questionnaire asked students to propose "other ways" for making the transition to the new school smoother or easier. Student responses highly correlated with items that were identified as problems in question one. They proposed, in priority order, (1) the development of a comprehensive orientation program, (2)periodic contact with the new building during the school year, (3) more information about the student activities program, (4) be made available as well as more information regarding required and elective courses, and (5) the development of a handbook of rules, regulations and expectations.

The question was phrased to solicit "other ways" of providing solutions to the previously identified problems of transition. Student responses not only correlate with "solutions" suggested in question nine, but appear to provide a feasible way of approaching the problems identified in question one and therefore aid in the development of an articulation program.

APPENDIX K
STATISTICAL ANALYSIS OF STUDENT ARTICULATION QUESTIONNAIRE

		GRADES 8	9	10	11	12	TOTAL
RESPONSES:		103	106	78	76	74	438
1.	A.	16-16%: .037	17-16%: .039	15-19%: .034	13-17%:.030	13-18%:.030	74-.1689
	B.	12-12%:.027	11-10%:.025	11-14%:.025	11-14%:.025	10-14%:.023	55-.1255
	C.	9-9%:.021	13-12%:.030	10-13%:.023	7-9%: .016	4-5%:.091	43- .098
	D.	16-16%:.037	15-14%:.034	7-9%:.016	10-13%:.023	6-8%:.014	54-.1232
	E.	11-11%:.025	8-7%:.018	8-10%:.018	10-13%:.023	10-14%:.023	47-.1073
	F.	20-19%:.046	29-28%:.068	20-26%:.046	12-16%:.027	17-23%:.039	99-.2260
	G.	25-24%:.057	21-21%:.050	13-17%:.030	9-12%:.021	6-8%:.014	75-.1712
	H.	35-34%:.080	46-43%:.105	34-44%:.078	22-29%:.051	27-36%:.062	164-.3744
	I.	20-19%:.046	18-17%:.041	10-13%:.023	17-22%:.039	11-15%:.025	76-.1735
	J.	6-6%:.014	2-2%:.005	4-5%:.009	9-12%:.021	7-9%:.016	28-.063
2.	YES	53-51%:.121	71-67%:.162	57-73%:.130	65-86%:.148	62-84%:.142	308-71%:.703
	NO	49-49%:.112	33-33%:.075	20-26%:.046	11-14%:.025	12-16%:.027	125-29%:.286
3.	YES	78-76%:.178	91-86%:.208	75-96%:.171	74-97%:.169	72-97%:.164	390-90%:.890
	NO	23-24%:.053	13-14%:.030	3-4%:.007	2-3%:.005	2-3%: .005	43-10%:.098
4.	YES	32-31%:.073	29-27%:.067	17-22%:.039	21-28%:.048	23-31%:.053	122-28%:.279
	NO	67-69%:.153	76-73%:.173	61-78%:.139	55-72%:.126	49-66%:.112	308-72%:.703
5.	YES	71-69%:.162	74-70%:.169	58-74%:.132	53-70%:.121	46-62%:.105	302-69%:.689
	NO	32-31%:.073	32-30%:.073	20-26%:.046	22-29%:.050	27-36%:.062	133-31%:.304
6.	YES	36-35%:.082	40-38%:.091	27-35%:.062	38-50%:.087	37-50%:.084	178-41%:.406
	NO	63-65%:.144	66-62%:.151	49-63%:.112	37-49%:.084	37-50%:.084	252-59%:.575
7.	YES	66-64%:.151	78-74%:.178	50-64%:.114	51-67%:.116	54-73%:.123	299-69%:.683
	NO	35-36%:.080	28-26%:.064	25-32%:.057	24-32%:.055	19-26%:.043	131-31%:.299
8.	YES	27-26%:.062	28-26%:.064	31-40%:.071	33-43%:.075	39-53%:.089	158-36%:.361
	NO	74-74%:.169	78-74%:.178	47-60%:.107	43-57%:.098	35-47%:.080	279-64%:.637
9.	A.	54-52%:.123	61-57%:.139	48-61%:.110	44-58%:.100	45-61%:.103	252-.575
	B.	63-61%:.144	61-58%:.142	52-67%:.119	39-51%:.089	44-59%:.100	260-.594
	C.	51-50%:.116	45-43%:.105	30-38%:.068	29-38%:.066	33-45%:.075	189-.432
	D.	55-53%:.126	56-52%:.128	38-49%:.087	31-41%:.071	33-45%:.075	213-.486
	E.	50-49%:.114	54-51%:.126	37-47%:.084	26-34%:.059	34-46%:.078	202-.461
	F.	57-55%:.130	75-71%:.174	53-68%:.121	47-62%:.107	54-73%:.123	287-.655
	G.	60-58%:.137	67-63%:.153	36-46%:.082	38-50%:.087	40-54%:.091	241-.550

APPENDIX L

ANALYSIS OF STUDENT ARTICULATION QUESTIONNAIRE

A ten-item student questionnaire containing twenty-five response areas was developed to (1) determine problems of students when they move from one educational unit to another, (2) collect data regarding current practices, (3) elicit views in regard to solving problems encountered when moving from one building to another and (4) solicit suggestions for making the transition smoother, easier or more satisfying.

The initial question contained ten sub-items which explored the identification of various problems that students may have encountered as a result of changing schools at the end of the seventh and ninth grades. The sub-items can be categorized into four areas having to do with problems of physical movement from one building to another, social adjustment to the new school environment, academic continuity and co-curriculur activity information.

A second set of seven questions was devised to provide data regarding effectiveness of current practices. These questions sought to determine if students are being placed at the appropriated subject levels, if there is adequate feedback to the student regarding their knowledge of placement before arriving at the new school, whether sufficient course description and content information is provided, and at what level students receive or retain information concerning graduation requirements.

The third area of the questionnaire, a one item section containing seven sub-items, solicited specific responses for determining what

students felt would be helpful in solving problems created by the movement from one building to another. These items were concerned with the development of a formal orientation program and the need for more information about course descriptions and levels.

The final item was open-ended and allowed each student to list or describe ways in which the transition from one school to another could be made smoother, easier or more satisfactory.

A sample of 565 students were randomly selected for the survey. The sample was derived by having the computer select one out of every twenty students from the total student population of the city's secondary school English classes (grades 8-12). The sample included 103 eighth, 107 ninth, 78 tenth, 76 eleventh and 74 twelfth grade students. Four hundred thirty-eight of the 565 questionnaires were returned for a 77.5 per cent response to the survey.

Analysis of the questionnaire yields a variety of information. Question one, which contained ten sub-items (a-j), sought to determine the kinds of problems and to what extent they were encountered when students moved from one building to another. This question when analyzed would determine the need for an articulation program.

Examination of the responses to question one reveals that item h, becoming familiar with the new building, and item f, school rules and regulations, were identified as the greatest problem areas. One hundred sixty-four students of 37 per cent experienced problems with the former, while 22.6 per cent or 99 students indicated problems with the latter.

Items i, g, and a, were areas causing the next greatest problems. Seventy-six or 17 per cent of the students felt that item i, getting acquainted with other students had been a problem, while seventeen per cent or 75 students identified item g, understanding assignments as a problem. Seventy-four or 16.9 per cent of the students indicated problems with item a, their schedule.

Areas identified as causing the least problems were the respective items b, d, e and c. Fifty-five or 12.5 per cent of the students indicated problems with item b, required subjects; 12.3 per cent or 54 students experienced problems with item d, subject level difficulty, and 10.7 per cent felt that item e, student activities, was a problem. Forty-three respondents or 10.0 per cent identified item c, elective subjects, as a problem area.

Item j provided opportunity for respondents to list or describe other problems they had encountered as a result of moving to another school. Twenty-eight or six per cent of the students indicated they had experienced other problems. However, no student identified what those problems were.

Finally, a survey of responses to question one revealed that of the 438 students sampled only 71 or 16.2 per cent felt they had experienced no problems. Therefore, 83.8 per cent or 367 students indicated that they had experienced problems when they made the transition from one educational unit to the next.

Responses to the second grouping of questions, which includes items two through eight, deals with the collection of data regarding current practices. An examination reveals that a composite of 125 or 29 per cent of the respondents did not know and understand graduation requirements before arriving at the next grade level. Analysis by grade level shows that 49 per cent of the eighth graders and 33 per cent of the ninth graders did not know this information. Thirty-three per cent of the eighth and 14 per cent of the ninth graders currently do not know the graduation requirements. Only 4 per cent of the tenth grades and 3 per cent of the eleventh and twelfth grades indicated they were not knowledgeable of requirements for graduation.

One hundred twenty-two of the respondents or 28 per cent felt they had been grouped incorrectly and placed in incorrect subject levels. This relative per centage appears at all grade levels. Thirty-one per cent or 133 of the respondents were not aware of their ability level assignments before leaving their last school. This statistic was found to be consistent through all grade levels.

Two hundred fifty-two students or 59 per cent were not aware of the extra-curricular activities program before arriving at their new school. This was the area where information was lacking in the greatest quantities. Thirty-one per cent or 131 students felt that they had inadequate description of both required and elective courses before enrolling in them. Again, this percentage was recorded consistently at all grade levels.

One hundred fifty-eight or 36 per cent of the respondents indicated that they had requested a schedule change during the school year. Analysis of these listings shows that personality conflicts, preference for other teachers, lunch period preferences, peer relationships and scheduling errors constituted the categories of reasons for requesting a schedule change.

Question nine contained seven sub-items (a-g) soliciting responses which could provide information that would be useful in providing solutions to problems that students had encountered in moving from one school to another. Analysis of these items in a descending percentage order reveals the following results:

Two hundred eighty-seven or 65.5 per cent of the students felt that a student handbook, course descriptions, extra-curriculur activities information and other pupil services was needed. Fifty-nine per cent or 260 respondents indicated that more information was needed about courses before registration in the spring. Two hundred fifty-two or 58 per cent throught that an orientation program was needed before school begins in the fall. Fifty-five per cent or 241 students indicated a school handbook of rules and regulations was needed. Two hundred thirteen or 49 per cent of the respondents felt that more contact was needed with the "new" school before entering that school. Forty-six per cent or 202 students indicated that inter-school visitations would be helpful during the school year and one hundred eighty-nine respondents or 43 per cent felt that more information about course levels should be made available.

The final item of the questionnaire was an open-ended one requesting students to list or describe ways of making the transition to the new school smoother or easier. Two hundred thirty-one or 50.4 per cent of the students responded to the question. These responses highly correlated with items suggested as possible solutions in question nine. They can be categorized into priority suggestions for: (1) development of a comprehensive orientation program; (2) periodic contact with the "new" building during the school year; (3) knowledge of the student activities program before arriving at the receiving school; (4) more information about required and elective courses; and (5) a handbook of rules, regulations and expectations.

APPENDIX M

EIGHTH GRADE ORIENTATION SCHEDULE

August 27, 1975

I. 8:50 - 9:00 — New students find homeroom assignments from lists posted at entrance to auditorium. All teachers are requested to assist students in this effort and to help usher them into the auditorium.

II. 9:00 - 9:50 — Orientation program in the auditorium.

III. 9:50 — Bell will ring for eighth grade students to report to homerooms.

IV. 9:55 - 10:15 — Homeroom period.

1. Teachers should issue the D/P schedules and student handbook to the students. Students should copy their class periods, teachers' names and room numbers in student handbook.

2. Homeroom teachers should collect all D/P schedules and arrange them in alphabetical order before the bell sounds. STUDENTS SHOULD NOT LEAVE THE ROOM UNTIL ALL D/P SCHEDULES HAVE BEEN RETURNED TO TEACHER.

V. Suggestions for homeroom teachers after schedules have been completed.

1. Define homeroom - schedule, duties and responsibilities.
2. Discuss floor plan of building.
3. Review student handbook - Emphasize section in Rules and Regulations.
4. Answer questions.

VI. Schedule for today:

10:20 - 10:30	Period 1
10:30 - 10:40	Period 2
10:40 - 10:50	Period 3
10:50 - 11:00	Period 4
11:00 - 11:10	Period 5
11:10 - 11:20	Period 6

VII. Suggestions for Classroom Teachers.

1. Introduce yourself and identify the class.
2. Have students introduce themselves - or call roll and have students raise their hands as identification.
3. Urge students to keep parents informed of their progress. Suggest parent conferences, etc.
4. Discuss good study habits.
5. Give overview of course - expectations, requirements.

TYPHOON NEWSLETTER

August, 1975

3100 Huntington Avenue

John W. Kilpatrick, Principal
Office Number: 244-3547

Message From the Principal to Students and Parents

Parents and students entering eighth grade are greeted into our Newport News Intermediate School family and "Typhoon" land. Ninth grade students are welcomed back to another school year.

We wish for you a pleasant and successful school year. The road to success is no secret. You will most probably "get out of" school what you invest in it. Success requires much work. If you value your time, develop good study habits and apply yourself, you will be successful.

Ninth grade students are welcomed back for a second year. You are extended best wishes for a SUCCESSFUL YEAR.

Eighth Grade Orientation

Eighth grade orientation assembly is scheduled for Wednesday, August 27th at 9:50 a.m. in the school auditorium. Buses will be by their regular scheduled bus stops to pick up students between 8:20 and 8:30 a.m.

Homeroom assignment lists will be posted in various places throughout the first floor hallways. Immediately after arriving, students should check the list for homeroom numbers and find the room. Each student will be given a "Typhoon" student handbook which provides an explanation of the school's programs and rules and regulations. Information in the handbook will be reviewed during the assembly. After the assembly, students will go to their homerooms, make a copy of their class schedules and rotate through the schedule. Each class will be ten minutes. The program will be completed at approximately 11:30 and students will board buses to return home at that time.

Parents are invited and encouraged to attend the orientation program.

Ninth graders who will be attending Newport News Intermediate School for the first time are encouraged to attend the orientation program also.

Opening Day Information

School reopens for all students Thursday, August 28th and the following information should be helpful.

1. Homeroom Assignments - After arriving Thursday, August 28th, ninth grade students should locate their homerooms by finding their name on a list posted in each hallway. (Eighth grade students who missed orientation will do likewise.)

2. Student Schedules - Students will be issued their class schedules. These schedules must be copied and held by the student.

3. Bus Information - Bus schedules might be published in the newspapers before school opens for the year. Bus stop locations will be the same as the last day of school last year.

4. The School Day - School will begin at 8:50 a.m. and dismiss at 3:20 p.m. daily beginning August 28th. Buses will pick up students about 8:20 a.m. or shortly after. Students should talk to the bus driver to get the exact time.

5. Fees - Although the school board in Newport News provides for all textbooks free of charge, it does not generally underwrite the cost of expendable and consumable materials for students. Please note in the "Typhoon" student handbook that certain elective courses and some services require a fee. (Example, art, industrial arts, music, towel service, gym locks, and home economics.) With the exception of home economics where the student is required to purchase project materials, the fees deadline is three weeks after school begins.

Report Cards

Report cards will be given to students to take home at the end of each marking period. Report cards are completed by data processing and require neither parent signature nor to be returned to the school.

In order that you know when report cards are to be expected at home, please list on your calendar the following dates which indicate the closing date for specific grading periods. Report cards should be in parents' hands within five school days after the indicated date. In the event your child does not appear with his report card within the allotted period of time, call your youngster's guidance counselor. (Place these dates on your home calendar.)

End of Grading Period	Telephone Numbers	
October 10	Main Office	244-3547
November 26	Guidance Office	244-3921
January 21	Attendance Office	244-4451
March 5	Library/Infirmary	244-5884
April 16		
June 10 (Report cards mailed)		

School Attendance (A Parent Responsibility)

One of our objectives for the coming year is to improve attendance by reducing truancy. Parents' help is badly needed to assist with this objective. In fact, parents must assume and share with the school responsibility for their child's school attendance. This can be done by parents initiating and maintaining continuous contact throughout the year with the attendance office, guidance counselors and teachers. Your continuous effort to maintain knowledge of your child's school status including attendance will make a great impact upon all of our students and school attendance. Keep in contact.

Attendance Procedures

Please carefully read the attendance procedures in the student handbook with your child. Students are required to bring a parent signed note on the first day of returning to school after an absence. Each note is filed by the homeroom or first period teacher for later reference if necessary.

Notify the school in advance if you have knowledge of a forthcoming absence.

A note is required for all returning students. Notes will be verified by telephone. Do not become offended when a call is made to your house to confirm information. It is not to question anyone's honesty. It is a fact that truant students often get a friend to write a note for them. Parents should be appreciative rather than offended. We are trying to keep tabs on 1,250 students (an impossible task without your help).

School Insurance

Walker Insurance offers a school accident insurance policy for students at a cost of $[redacted]. Twenty-four hour protection $[redacted]3.00.

Student Activities Program

We plan to initiate a comprehensive student activities program again this year that will be conducted within the school day. The program will be designed to meet student interests and will probably meet once a week. We hope to get the program underway during the first week in October.

Our interscholastic activities include soccer, basketball, wrestling, tennis and track.

Please review the student handbook with your student.

We are looking forward to a fine school year and appreciate your interest in school and support.

APPENDIX O

NEWPORT NEWS INTERMEDIATE SCHOOL

August 27, 1975

MEMO TO: All 8th Grade Homeroom and Class Teachers

FROM: John W. Kilpatrick

SUBJECT: Homeroom and Class Period Activities for 8th Grade Orientation

A. During your homeroom period please include the following activities among your plans.

1. Introduce yourself.
2. Distribute student handbook.
3. Hand out student schedules and have them copy schedule and classroom numbers in handbook on page provided; collect schedules.
4. Review "building plan" in student handbook.
5. Have students plot classroom locations of various classes on building plan.
6. DISCUSS RULES AND REGULATIONS (LAST TWO PAGES IN HANDBOOK.)
7. Have question and answer session.

B. During regular class periods include the following activities among your plans.

1. Introduce yourself
2. Have class members introduce themselves.
3. Give brief description and overview of class and course expectations.
4. Have answer and question session.

NOTE: Eighth grade sixth period teachers will be given sufficient questionnaires to survey one out of every five students. Collect all questionnaires before dismissing students when the first bell sounds.

APPENDIX P

NEWPORT NEWS INTERMEDIATE SCHOOL

Eighth Grade Orientation Assembly Agenda
Wednesday, August 27, 1975

1. Welcome - S. C. A. President
2. Cheerleaders - Welcome
3. S. C. A. President's Introduction of Principal
4. Principal's Welcome and Overview
5. Introduction of Appropriate School Personnel
   a. Functions
   b. Responsibilities
6. The Curriculum
   a. Schedule of changes
   b. Student Activities Program
7. Textbooks, Lockers, Lunch Program - Cafeteria, Auditorium Seating and Insurance
8. Rules and Regulations
9. Athletic Program

APPENDIX Q

EIGHTH GRADE ORIENTATION
STUDENT EVALUATION QUESTIONNAIRE
August 27, 1975

Students, your help is needed in order to determine whether the eighth grade orientation program was successful. Please answer the following questions by placing a check in the appropriate blanks.

NO	YES		
4%	96%	1.	Do you feel that an orientation program such as students went through today has helped them become familiar with classes?
2%	98%	2.	Do you feel that going through their class schedules is a good way to help students become familiar with the building?
10%	90%	3.	As a result of going through your class schedule, do you have general knowledge of where your classrooms are located in the building?
19%	81%	4.	Were you able to locate all of your classrooms in which you will have a class during first semester?
17%	83%	5.	Using the "building plan" in your student handbook, can you find your way around the building?
		6.	Do you feel that it was helpful to students for homeroom teachers to review:
6%	94%		a. rules and regulations,
12%	88%		b. student schedules,
13%	87%		c. school building plan.
11%	89%	7.	Do you feel that students have a better understanding of school rules and regulations than they did before the orientation program?
10%	90%	8.	As a result of the orientation program, do you now have a better idea of what is expected of you?
		9.	Do you feel that the orientation program?
5%	95%		a. has helped familiarize you with your schedule?
9%	91%		b. has helped familiarize you with the building?
8%	92%		c. has helped you become knowledgeable about school rules and regulations?
6%	94%	10.	Do you feel that this kind of orientation should be carried out each year?

ITEMS CONTAINED IN ORIENTATION PACKET FOR NEW ENROLLEES

Items that are for student's use:

Insurance Forms

Free Lunch Forms

Student Handbook

Rights and Responsibilities Booklet

Student Handbook

School Dental Insurance Form

Principal's Welcoming Letter

Items For Office Use:

Pupil Information Sheet

Registration Form

Emergency Card

Vehicle Registration Form

Release of Information Form

Schedule Set or Green Sheet, whichever is applicable

Credit Check Sheet

Activities Card

Permanent Record Card

Test Score Card

Enrollment Data Card

INDIVIDUALIZED NEW STUDENT ORIENTATION PROGRAM
(After the school year begins)

STUDENT GUIDE INFORMATION

I. Introduction
   a. Tell something about yourself
   b. Ask basic background questions of the new student
   c. Review student's schedule with student

II. Review Student Handbook Information
   a. The building plan (page 3)
   b. Attendance procedures (page 9)
   c. Rules and Regulations (page 21)
   d. Discuss activities period
   e. Review extra-curriculur activities
   f. Review fee charges pay fees to individual teacher where there is a charge

III. Introduce Student To:
   a. Principal
   b. Secretary
   c. Assistant Principals
   d. Staff aides

IV. Take New Students on Building Tour Pointing Out Locations of:
   a. Clinic - Introduce nurse
   b. Attendance - Introduce attendance secretary
   c. Cafeteria - Explain lunch periods
   d. Industrial Arts wing
   e. Art areas
   f. Gymnasium
   g. Football stadium - Explain appropriate time to be in stadium

V. Take Student to Each Classroom, Point Out Location and Introduce Student to Each Teacher

VI. Place Student In Appropriate Class

VII. Make Periodic Contact With Student for Next Several Weeks

APPENDIX T

INDIVIDUALIZED NEW STUDENT ORIENTATION QUESTIONNAIRE
(After The School Year Begins)

You recently registered as a new student at Newport News Intermediate. Certain procedures were carried out to acquaint you with all aspects of the school and programs in order that the transition be made as smoothly and quickly as possible. Your help is needed in determining how effective your orientation was to the new school.

NO	YES		
____	100%	1.	Did the counselor to whom you were assigned explain courses to you before you were registered for them?
____	100%	2.	Did the counselor explain other aspects of the school and program to you such as the activities programs, rules and regulations, school fees, etc?
____	100%	3.	Did the student guide assigned to help orientate you to the new school take you on a tour of the building?
9.6%	90.4%	4.	Did your student guide take you to various parts of the building such as the cafeteria, attendance office, gym, clinic, and the locations of your classrooms before placing you in class?
19%	81%	5.	During the building tour, did you meet certain members of the school staff (principal, Assistant Principals, Staff Aides, Attendance Clerk, etc.) before you were placed in class?
____	100%	6.	Did the student guide discuss certain school handbook information with you? (such as the activities program)
____	100%	7.	Are you now familiar with the building and classroom locations?
20%	80%	8.	Do you know who the principal is when you see him?
____	100%	9.	Are you familiar with school rules and regulations?
____	100%	10.	Do you know your schedule of classes?
6%	94%	11.	Do you know which are elective courses and which required courses?
____	100%	12.	Are you familiar with the student activities program?

NEWPORT NEWS INTERMEDIATE SCHOOL
3100 Huntington Avenue
Newport News, Virginia 23607

1975-76 School Year

Dear New Student and Parents:

The faculty and I welcome you to Newport News Intermediate School. You are now a Newport News "Typhoon". We hope you will have a happy and educationally rewarding stay at your new school.

This letter is to provide you with some basic information about the school in order that your transition to Newport News Intermediate will be made smoothly and quickly. The curriculum is sufficiently broad that students usually find the academic program to meet their needs and extra-curricular activities where expression of various interests can be made.

Newport News Intermediate is a two year school containing grades eight and nine. The school has a student body of 1,250 students. Our professional staff numbers approximately 70 teachers. This number includes two librarians and four guidance counselors. Each student is assigned a counselor. In addition, there are three assistant principals, a full-time nurse, two staff aides and six secretary-clerical workers, one of whom maintains the attendance office on a full-time basis.

School bus transportation is provided to all students. Bus stops are located in general neighborhood areas; however, no student has to walk more than a few blocks to a bus stop. At school, two faculty members serve as transportation coordinators. Transportation coordinators meet all buses as they arrive in the morning and assist with loading in the afternoons. Transportation coordinators work directly with the Assistant Principal for Administration if there are bus problems.

Textbooks are provided for each student. Books are issued by the teacher in each of your classes. All books are collected at the end of the year or at withdrawal time. A damage fee is collected for books that are damaged. In certain classes (e.g., home economics) materials may be required, while in others (art) a fee is charged for materials.

A locker is provided for each student. A locker assignment is usually with one other student. No personal valuables are to be placed in your locker at any time.

Report cards are prepared and given to students to take home to parents every six weeks. Report cards are prepared by data processing and neither require parent signature nor to be returned to the school. The final report card of the year is mailed to parents one day after school ends. In addition to report cards, a rather elaborate communication system is used to keep parents informed if students are not performing satisfactorily in school. Communications to parents will be by telephone or card or letter mailed home.

Students are expected to be in attendance at school every day unless there is a valid reason for absence. The attendance clerk contacts most parents of students who are absent on the day they are absent. Parents are encouraged to make periodic contact with the attendance office - 244-4451.

The student activities program is comprised of over 40 clubs and activities. The comprehensive in-day student activities program is carried out one day per week. In addition, a variety of intramural and interscholastic after-school activities are carried on after school.

There are three lunch periods. Students generally go to lunch by floor assignment. A hot plate or bag lunch is served. Both meet federal and state standards for a Type A lunch. In addition, ala carte foods may be purchased. Cost is 50¢ per meal for the Type A lunch.

School hours are from 8:50 a.m. to 3:20 p.m. Each student is enrolled in six classes. Homeroom periods are held when necessary. The last scheduled date for student attendance is June 10.

The following dates are scheduled school holidays for students during the 1975-76 school year: September 1, October 27; November 27, 28; December 22-January 2; January 22-23; February 16; April 2, 19-23; May 10, 31. If school is closed because of inclement weather or other conditions, announcements will be made over local television and radio stations.

Parents are encouraged to schedule conferences with counselors and teachers. Arrangements for counselor conferences can be made by calling 244-3921. Teacher conferences are scheduled through the Assistant Principal for Instruction, Mr. Turley. He may be reached at 244-3547.

Again, we hope your stay at Newport News Intermediate will be a pleasant one. If I can be of assistance, please let me know.

Sincerely,

John W. Kilpatrick,
Principal

SCHEDULE OF ARTICULATION MEETINGS BETWEEN INTERMEDIATE AND ELEMENTARY TEACHERS

I. First Meeting - Dunbar Elementary
Thursday, January 8, 2:00 P.M.

Math, English, Science and Social Studies seventh grade teachers and intermediate department heads of some subject areas meet for social.

1. Introductions of Teachers.
2. Brief explanation of purpose.
3. Outline plan for establishing communications.
4. Informal discussions of teachers in like subject areas. Exchange of courses-of-study outlines, gudes or textbook used in subject areas.

II. Second Meeting - Newport News Intermediate Cafeteria
Friday, January 23 · 8:30 A.M.

Intermediate and elementary teachers meet in subject area discussion groups.

AGENDA

1. Expectations and requirements.
2. Skills required at 7th grade.
3. Emphasis of instruction.
4. Students - attitudes toward instruction.
5. Social Adjustment Techniques.
6. Kinds of problems.
7. Methods and techniques of handling problems.
8. Approaches to instruction.
9. Methods and techniques used in instruction.
10. Feedback desired from intermediate school.
11. Extra-curricular activities programs.
12. Method of communicating specialities.
13. Successful ways of working with identified students' problems.
14. Procedures in the elementary and intermediate school (special aspects of programs).
15. Resources or resource personnel.

III. Inter-School Visitation and Observation (2 Days)

1. Elementary teachers observe eighth grade intermediate program.
2. Intermediate teachers observe seventh grade program.

ARTICULATION MEETING BETWEEN INTERMEDIATE AND ELEMENTARY SCIENCE TEACHERS

January 23, 1976 Mr. Easter - Science Coordinator

I. Each person in attendance introduced himself by giving his name and school.

II. Opening remarks were made by Mrs. Ricks stating that our purpose in the group was communication.

III. Mrs. Ricks read the agenda priorities we had agreed upon in the first meeting. These were:

1. Expectations and requirements.
2. Skills required at 7th grade.
4. Students - attitudes toward instruction
5. Social adjustment techniques
10. Feedback desired from intermediate school.
14. Procedures in the elementary and intermediate school (special aspects of programs).

IV. Under the guidelines of these priorities the following topics were discussed.

A. Homework
   1. Little homework is given on both levels.
   2. Students fail to do homework on both levels.
   3. Through the teaching of study skills by each subject area, concentration could be given to assigning homework and having it completed.

B. Could there be a carryover of life science to the 8th grade before the student goes into physical science?

C. Experiment Skills
   1. 7th graders have little experience in inquiry.
   2. 7th graders have little experience in lab writeups.
   3. 8th graders concentrate on experiment skills at the beginning of the year.
   4. 8th graders independently write up labs at the culmination of this unit.

D. Could science be correlated with another subject, i.e., language arts?
   1. 7th grade felt this was possible because of the grouping.
   2. 8th grade scheduling is a problem for this but could be looked into.

E. Grouping
   1. Math level determines science grouping.
   2. At NNIS placement in Algebra determines the placement of a student in X science (high group).
   3. 7th grade science teachers need to find out the placing procedures for all schools to properly place their students.

F. Social Adjustments
   1. 7th graders are grouped together with few changes during the school day.
   2. 8th graders might be with seven different groups.
   3. What are ways to prepare 7th graders for this change?
      a. 7th grade teachers should tell them this will happen.
      b. 8th grade teachers have most of the responsibility in this area.
         (1) they can make sure the students become acquainted with others in their class by playing get-acquainted games, etc.

G. Dealing with Problems.
   1. This might better be accor plished by 8th grade teachers by the use of a placement card.
      a. The card would be filled out by each 7th grade teacher (perhaps for his/her homeroom) listing levels for all subjects, type of discipline used and any special problems and how they were dealt with.
      b. These cards could be kept in a central location in each intermediate school for the use of all teachers.

Mr. Easter concluded our discussion with the following comments.

1. He stated that the problems we had discussed were "people problems" and not just of children and could be dealt with.

2. He stated he did not believe in grouping. He felt children of all levels could learn from each other.

3. He mentioned the SAPA program for grades K-6 and stated that it stressed the process of science and we need to gear ourselves in the future toward receiving children with this background.

4. He encouraged the group to attend a three-hour course on SAPA this summer.

APPENDIX X

EVALUATION QUESTIONNAIRE

ARTICULATION INTER-SCHOOL VISITATION, PLANNING AND MEETING
7th & 8th GRADE

You have been involved in meetings with teachers who teach similar subjects but at different organizational levels. Please respond to the following questions in order that an assessment of these meetings can be made.

Teaching Level: 50 7th 30 8th 3 Other

Position: 80 Teacher, 4 Department Head, Specify Other 3 Supervisors

Department: 19 Math, 25 English, 18 Science, 18 Social Studies

NO	YES		
		1.	Do you feel that the visitations, planning and meetings with teachers who teach at other organizational levels has helped them to:
2.5%	94%		a. improve their understanding?
3.5%	89%		b. develop better attitudes?
3.5%	93%		c. improve communications?
2.5%	89%		d. initiate a professional relati nship with teachers working at the other organizational level?
8%	80%		e. dispel false impressions?
3.5%	90%		f. gain insight into curriculum emphasis?
14%	80%		g. increase their information regarding use of instructional methods and techniques?
		2.	Do you feel the visitations and meetings have:
2.5%	88%		a. improved understandings?
10%	80%		b. improved attitudes of teachers?
1%	93%		c. improved communications?
5%	90%	3.	Do you feel that such meetings should be continued?
1%	94%	4.	Would you like to see more kinds of programs like this between the two school levels?
1%	98%	5.	Are these kinds of programs helpful in exchanging ideas?
3.5%	88%	6.	If time were provided in the school calendar, do you feel that two or three meetings during the school year would be beneficial?
1%	97%	7.	Should these meetings be scheduled in next year's school calendar?
____	____	8.	Please comment on your observations, feelings or suggestions concerning the program.

APPENDIX Y

ELEMENTARY OBSERVATION SCHEDULE

Thursday, February 26

Mrs. McCaffrey - English
Dunbar - 8:15
Newsome Park - 11:15

Mr. Easley - Science
Washington - 8:15
Dunbar - 11:15

Mrs. Clark - English
Washington - 8:15
Marshall - 11:15

Mrs. M. Scott - Science
Magruder - 8:15
Newsome Park - 11:15

Thursday, March 4

Mr. Logan - Social Studies
Jackson - 8:15

Miss Lucy - Social Studies
Dunbar

Mrs. Hicks - Math
Dunbar

APPENDIX Z

INTER-SCHOOL OBSERVATION QUESTIONNAIRE

In an attempt to evaluate the effectiveness of your recent inter-school observation at another school organizational level, please take a few minutes and answer the following questions.

N/A	NO	YES		
		100%	1. a.	As a result of participating in the observation program, do you feel that: communication between the schools has improved?
		100%	b.	an attitude of cooperation exists between the schools?
14%		86%	c.	you have a "feel" for the school program at the other level?
14%		86%	2.	Did the observation tend to confirm what had been discussed at the earlier inter-school departmental planning and meeting session?
		100%	3.	Do you feel that the observation helped you to develop additional insights that were not developed during the inter-school discussions?
			4.	If your answer to number three was yes, are the understandings and insights that you developed in the areas of:
43%		57%	a.	knowledge of content?
29%		71%	b.	approaches to instruction?
14%		86%	c.	organization for instruction?
14%		86%	d.	emphasis of instruction?

Circle one choice in questions 5, 6, and 7.

(71%) 1 (29%) 2 5. Which provided the greatest information and understandings: (1) observation, or (2) inter-school departmental discussions?

(57%) 1 (43%) 2 6. If you could have both (1) observation and (2) inter-school discussion groups, which should be scheduled first?

(43%) 1 (57%) 2 7. If you could have only an (1) observation day, or (2) discussions, which would you prefer?

		100%	8. Is there enough difference between inter-school discussion and observation to recommend that in addition to the discussions observation become part of a formal program of sharing information between schools?
14%		86%	9. Do you feel that sharing information about your observation with departmental members will provide additional significant information to them?

APPENDIX AA

WORKSHOP EVALUATION

In order to determine your feelings in regard to the effectiveness of the eighth grade curriculum workshop in which you have been a participant please respond to the following questions. Thank you.

N/A	NO	YES	
8%	6%	86%	1. As a result of the workshop, are you better informed about the eighth grade curriculum than you have been in the past?
			2. Did the workshop provide adequate information about:
	22%	78%	a. course offerings?
20%	25%	55%	b. course descriptions?
			3. Are you now more aware of eighth grade:
6%	12%	82%	a. courses?
16%	24%	60%	b. course descriptions?
4%	6%	90%	4. Did the workshop make it clear which courses were "required" and which are "elective" at the eighth grade?
			5. Do you feel you can provide to students adequate and accurate information about:
4%	12%	84%	a. course offerings?
16%	16%	68%	b. course descriptions?
6%	18%	76%	6. Was information regarding grouping and placement of student provided in sufficient detail?
8%	12%	80%	7. As a result of the workshop do you feel you will be able to accurately apply guidelines for grouping and placement of students?
8%	25%	67%	8. Did the workshop provide sufficient information and description of course level offerings (average, "R", "Y", "X")?
22%	8%	70%	9. Do you know the emphasis of instruction for the various course levels?
22%	4%	74%	10. Do you feel you can accurately describe this information to students?
33%	8%	59%	11. Should a refresher workshop be provided every year before registration of seventh grade students.
	____	____	12. How can the workshop be improved?
	____	____	13. Other comments or suggestions?

APPENDIX BB

SEVENTH GRADE STUDENT REGISTRATION QUESTIONNAIRE

Your teachers have been involved in processes and procedures to help you become aware of the eighth grade programs at the intermediate school and to enroll you in courses and course levels which are appropriate for you. Your help is needed in order to determine how successful your registration has been. Please check yes or no in the blank before each question and return the form to your teacher.

NO	YES		
0%	100%	1.	Did you receive a student handbook describing each course offered at the eighth grade?
8%	92%	2.	Did you read the handbook?
5%	94%	3.	Did you understand the information in the handbook?
		4.	Did your teacher review:
2%	96%		a. course description?
8%	90%		b. course level offerings (average, "Y", "R", "X")?
2%	95%		c. grouping and placement practices?
11%	88%	5.	Do you feel you have been provided an adequate explanation of course descriptions?
7%	93%	6.	Do you feel you have an understanding of what the eighth grade courses are about?
10%	90%	7.	Do you know what the eighth grade course offerings are?
		8.	Do you know which subjects are:
1%	99%		a. required?
4%	92%		b. electives?
54%	44%	9.	Do you know which subjects at the eighth grade level count toward high school graduation?
10%	90%	10.	Do you know your course level assignment in English and math (average, "Y", "R", "X") for next year?
10%	90%	11.	Do you feel your were grouped or placed in the proper course level?
16%	81%	12.	Has your registration for classes for next year been successful?
___	___	13.	What are your comments or suggestions for improving registration for the eighth grade work?

November 26, 1975

MEMO TO: Department Chairmen, Teachers of Eighth Grade Students

FROM: John W. Kilpatrick

SUBJECT: Rising Eighth Grade Student Parent Orientation Program

As briefly discussed in two faculty meetings this year, an articulation program with feeder elementary schools is in the process of being developed. One facet of the total program is the development of an orientation program for parents of rising eighth grade students. The program will be presented to parents at "Newport News Night" prior to student registration in the spring. It will be designed to provide a comprehensive review of school which will include the school plant and facilities, school organization, rules and regulations, curriculum, extra-curricular activities and special and auxiliary programs and services.

The program will be presented both live and in multi-media form and is in the process of being developed. After the formal presentations, plans are to set-up "stations" to provide more information to parents on an individual basis about the curriculum, student activities, guidance and general school administration. In addition, a parent-to-parent-exchange and parent-to-student "stations" will be established. "Stations" will need to be chaired by department chairmen and an eighth grade teacher, API, SCA officers and PTA parents.

In order to develop the slides to use in the presentation, June Loving from Teaching Materials and Jim Livengood, one of our student yearbook photographers, have consented to do the photographic work. They will be working all day Tuesday, December 16. Please assist us in getting the slides indicated on the attached pages. Mrs. Goode will be contacting you to help schedule the two photographers. (If preparation for certain slides cannot be made for the 16th but you plan for a similar demonstration, lecture, etc., earlier or later than the 16th, let Mrs. Goode know in order that the photographic work can be done when you are set-up for it.

Science - Mrs. Ricks (and Teachers) - 218
- Preparation for lab (2)
- Teacher Demonstration (3)
- Student Demonstration (3)
- Scientific Inquiry Process (graphic)(1)
- Science Fair Projects (January 8) (3)
- Projects (December 8-19) (3)

Remedial Block Teachers (Bacote, Lee, Easley)
Accelerated Block Teachers (Ricks and B. Scott)

English - Mrs. Collins (and Teachers) - 301
- Accelerated Class Work Shot
- Average Class Work Shot
- Y Class Work Shot
- R Class Work Shot
- Projects

Math - Mrs. Scott (and Teachers) - 108
- Accelerated Class - Board Work - Scott (2)
- Accelerated Geometry - Wright (2)
- Pre-Algebra - Seay (2)
- S General (2)
- Remedial (2)

Social Studies - Mrs. Lambiotte (and Teachers) - 318
- Class Action Shots - Lucy
- Class Shot - Powell
- Class Shot - Logan
- Class Shot - Frenck
- Class Project Shot - Robinson

Foreign Language - Miss Lewis - 201
- Classroom Scenes
- French Play - Foster (2)
- Flags - Foster (1)
- Castle - Pantas
- Mexican Christmas - Pantas (2)
- Others (4) - Lewis
- Bulletin Boards
- Dinner - December 11th

Speech - Mrs. Thomas - 203
- Pantomine (1)
- Listening Skills
- Speech Delivery
- Panel Discussion

Music - Mrs. Carter (and Teachers) - 223, 221, 222

Guitar Class (2)
String Class (2)
Action Shots - use of 4 types of instruments
Mixed Chorus
General Music
Band in Uniforms (concert)
Girls' Chorus

Art - Mr. Majher (and Teachers) - 138

Drawing (2)
Students Painting (2)
Doing Crafts (2)
Doing Sculpture (2)
Doing Print-raking (2)
Ceramics (2)

Guidance - Miss Maguire - 210

Group Guidance Shot
Individual Counseling
Test Interpretation
Report Card Review
Career Comics
Scheduling and Handbooks
Steve Moore
Sign with Open "Come In"

Opportunity Alternative Program -228

General Shots

Special Education - 204

No shots of students
Shots of materials and teacher

Industrial Arts - Mr. Horne - 133

Building Structure
Electrical Installation
General Woodworking Project
Metal Working Shot
Lamp Shop
Others

General Shots

Shot of student at locker
working combination lock

Home Economics - 125,126

Sewing Projects
Cooking Projects
Bulletin Boards
Dining Room Shot

Reading Consultant - 218

Shots of Teachers working in 218
Student being consulted

Library

Mrs. McQueen explaining orientation
Others
Special Projects

PARENT ORIENTATION SCRIPT

Welcome to Newport News Intermediate School. You have a son or daughter who will be joining us for the next school year for the first time. This is the beginning of a two-year long relationship with us. This era also will mark the first phase of the secondary school experience for your youngster and we want to make the next two years happy ones and educationally rewarding for both you and your son or daughter.

This parent orientation program is designed to familiarize you with the school plant, school organization, knowledge of the eighth grade curriculum, special and auxillary programs and services, the student activities program, general requirements and expectations, practices and procedures and various other dimensions of school life at NNIS.

In order that you have the opportunity to develop a full understanding of various aspects of the school and programs and variety of "stations" have been set up to provide you with a full explanation of questions you might have after the formal presentation. These stations include an administrative station where you may get general and specific information about the school, procedures and the instructional program. Departmental chairmen for each subject area also have stations established. Any question you have about the curriculum ingredients can be answered by the departmental chairmen. The SCA station is chaired by SCA officers and will give additional insight into student life at Newport News. The parent-to-parent station is provided by PTA and volunteer parents --ask them anything!!

The School Plant

Newport News Intermediate School is located between 30 and 32nd Streets facing Huntington Avenue. The conversion from a high school to an intermediate school resulted in some rather unusual and in some instances elaborate facilities for an intermediate school. For example, each department has a departmental office and storage. These are adequate classrooms and few rooms have to be shared by teachers. The auditorium seats 1,250 and has a professional stage and dressing rooms. There is a boys' and girls' gym. The boys' gym is large and will seat 1,800 and the girls' gym is adequate. It formerly served as the site of the Newport News High School basketball games. The cafeteria is a separate facility also and need not be converted to a gym or auditorium after lunch hours as is often the case in intermediate or junior high schools. The value of the school plant is over 3 million dollars.

School Organization

The administrative team is composed of a principal and three assistants. The assistant principals have specific role assignments. There are 69 full and part-time teachers and four guidance counselors. In addition, the school has a full-time reading consultant. Each curriculum area is headed by a departmental chairman or coordinator. Two of the 69 teachers are certified librarians. The school is also staffed by one secretary, a library clerk, a bookkeeper, an attendance clerk, a transcript and records clerk who also doubles for guidance secretary, a full-time nurse and two staff aides. The functions of the staff aides are many but in general they function as a friend of the

student, maintain stability in and outside the building, greet guests and exclude unauthorized visitors. A nine member custodial staff maintains the school, and fifteen full and part-time cafeteria workers prepare and feed out 1,250 students.

The Professional Staff

Since becoming an intermediate school, our staff has made continuous and concerted effort to develop skills and expertise for working with students at this level of teaching. The faculty first went through a total curriculum study which not only considered courses and content, but also methods and techniques of teaching. The second major area of the study included a comprehensive study of the characteristics of the young adolescent student. As a result of the study, modification and adjustments in the curriculum were made and new methods and techniques in teaching have been developed and employed by teachers. Another major outcome of the study is that teachers gained a great deal of knowledge about adolescent characteristics and developed insights into working more effectively with the students at this level.

Each year since reorganization, the faculty has been involved in some area of in-service study designed to further improve skills and develop expertise for teaching at the intermediate school level.

The Student

The young adolescent era which is usually chronologized as early as 12 and 13 to 15 and 16 years is a crucial period in the life of the youngster. It is often characterized by the confusing and ambivilent stresses of

becoming a young adult. The period usually includes a spurt of physical growth, an over abundance of youthful and other unharnessed energy, an assertion of independence and sometimes a rebellious and resentful attitude toward authority. It is also a time when new relationships are developed. Peer group pressures can be and often carry a greater force than parental directives.

In addition to the physical spurt of growth, there is also a rapid mental development. Students become more capable of grasping more complex and abstract study.

Because of the new physical and mental growth, accompanying high energy level and new found independence, students begin to explore, experiment and investigate new horizons. It is recognized at school it is a crucial time for developing mental and physical abilities. Latitude must be provided both physically and academically for gaining experiences and developing decision-making skills. It is also recognized that the home and school has a joint responsibility for providing careful guidance and directions along with the providing latitude for gaining appropriate experiences in order that the experiences are neither physically or mentally damaging.

Newport News Intermediate has attempted to design its curriculum and programs which provide the flexibility and lattitude for physical and mental and social and emotional development while concurrently providing a structured environment within which students can function effectively.

Before an explanation and description of course offerings is made, we want to present a brief overview of several other dimensions of school in order to provide more complete knowledge of school operations.

Registration, Courses and Credits

All students register and enroll in six classes. Registration for rising eighth grade students is completed in March by 7th grade teachers at the elementary school. A student handbook is given to each student before registration to take home to parents which explains course descriptions of required and elective courses. In the eighth grade, Math, English, Science and Physical Education are required courses. Two electives remain to be selected from the areas of social studies, foreign language, home economics, industrial arts, art, choral music or band. Students are grouped and placed in math and English classes according to specific criteria in order to better meet their needs. Eighth grade subjects do not count toward graduation requirements with the exception of 8th grade algebra and foreign language.

The School Day

The school day begins at 8:50 and ends at 3:20. (Beginning and ending time is subject to change from year to year depending on school board policy.) There are three school bell schedules to which students are oriented at the beginning of the school year and have no difficulty learning. The homeroom bell schedule begins with a homeroom in the morning which is 10 minutes, succeeded by six classes during the day. Students attend homeroom only when there is homeroom business to transact. The regular school schedule includes a six period day which contains 50 minute classes. Newport News has a comprehensive in-day student activities program. One day per week

(Wednesdays) a seven period day, without homeroom, is run and includes a 60 minute activities period. There are five minutes between each class period which is more than sufficient time to get from any part of the campus to the next.

Students, during the fall 8th grade student orientation program before school begins for next year, will be given specific instructions on how to best organize for the school day. All students are co-signed a locker for storing books and materials and while they have six classes it is unnecessary to return to lockers between each class. Students are encouraged, upon arriving at school in the morning, to organize for their morning classes by securing their books and materials which will be used before lunch time, return to their lockers and place books and materials back into lockers before going to lunch, and return to their lockers after lunch and get materials and books for afternoon classes. The third trip to lockers is recommended at the end of the school day. Most students, however, seem able to take only one book and material at a time and return to their locker after each class period.

Rules and Regulations

It is important that every student is in school every day there is not a valid reason for being absent. School attendance at Newport News is considered a joint effort with parents. We have found that parents who maintain reasonable close communications and relationship with their youngsters to keep themselves informed usually have fewer problems with school attendance.

(We recognize there is an attempt on the part of the student to begin to cut the apron string--and perhaps rightly so--and communication and information may be more difficult to come by.) Parents, at this point, have to take more initiative if they are to maintain a level of communication they have had in previous years.

Excused absences are given for illness, court summons, doctor's appointments, family business that cannot be scheduled at other times and death in the family. Absences for other reasons are unexcused. Students are required to bring a note to school after an absence. Students who know in advance that an absence is impending are asked to have parents to inform the teacher in advance.

In an effort to speed up attendance communication between the school and home, a card dialer system has been installed in the attendance office located on the first floor. This system enables parents of absent students from first period class to be called before lunch. Students who have appointments and need to leave school during the day must check out through the attendance office. Parents are requested to come into the attendance office to receive their youngster.

Tardies to Class

No student is marked tardy because of late arriving school bus. No student is marked unexcused tardy if a valid reason exists for being late. As indicated earlier, a five minute break is scheduled between each class and is more than sufficient time to get to classes at the most extreme locations.

Most students never record an unexcused tardy. However, there are some students who would arrive to class extremely late unless some structure is provided. Therefore, an unexcused tardy policy exists. Upon the first unexcused tardy the student is informed. Upon the second one the student is informed and parents apprised. Upon the third one the student is informed, the student is sent to an assistant principal for administrative action. Upon the fourth tardy, administrative action is usually taken which results in exclusion from school and parent conference is requested. There is no limit on excused tardies to class.

Conduct at School

At Newport News our theme from orientation day is individual responsibility. Each student is charged responsible for individual conduct and opportunities given to develop responsible citizenship. Student conduct on buses fall within the jurisdiction of the school principal.

General Rules Include:

At no time will any student ask another for money. The administration will lend money to a student for a legitimate need.

Smoking is prohibited by school board policy at all intermediate schools. Students walk on the right side of the hallways.

No hats are worn inside the building. Tank tops as wearing apparel are discouraged.

Communications

Communications with parents by teachers and the administration is the watchword at Newport News. Several methods are used to keep parents informed. A school newsletter is mailed to parents five times during the school year. Report cards provide formal communication. However, all teachers communicate to parents well in advance of the end of the marking periods if students are not progressing satisfactorily. This is done both by telephone and interim report cards. Teachers who are experiencing a behavior problem with a student are required to first contact the parent and work out a solution to the problem--unless the problem is one that required immediate and decisive administrative action.

Each teacher has a planning and conference period during the school day and parents are encouraged to take the initiative and arrange a conference when they feel a problem may be arising.

Student Activities Program

The Newport News Intermediate School activity program was developed on the basis of need as well as on the basis of interest after a curriculum study in 1971-72. The program started in 1972 and is now in its third year of operation.

The student activities program is scheduled within the school day and includes extra and co-curricular activities that provide students with opportunities for exploring a variety of activities from which to gain knowledge, experience and skills to satisfy social, emotional, academic, recreational and physcial needs.

Students make first, second and third choices at the beginning of each semester and are assigned to one of the activities they have specified. The program offerings change from time to time as pupil interest and participation fluctuates.

There are over forty clubs and activities offered each semester. The activity period begins at 11:50 each Wednesday and ends at 1:30. Students will have an activity for sixty minutes and a thirty minute lunch.

It is hoped that the activities program will develop a more positive attitude towards school, better attendance, a release for youthful exuberance and a positive use of leisure time. This program has been successful because the faculty and students are enthusiastic participants in the various undertakings.

At the end of each year, the activity committee assists the A. P. I. in the evaluation of total activities program.

Also at Newport News Intermediate School, students have the opportunity to participate in an after-school intramural program and inter-scholastic program. The women Physical Education department conducts the following activities: basketball, volleyball, recreational games, gymnastics, softball, track and field, two days a week after school. An activity bus is provided to take students home at 4:30.

The inter-scholastic program consists of soccer, basketball, wrestling, track and field, and tennis for all students. Transportation is provided daily for these students. The 8th and 9th grade cheerleaders plan, prepare and conduct activities for all areas of our athletic program.

APPENDIX EE

SCHEDULE FOR PHOTOGRAPHY DECEMBER 16

PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
Miss Lewis - 101	Mrs. Thomas - 203 (Speech)	Mr. Staples - 228	Mrs. Carter - 223 (Mx Chorus)	Mr. Horne - 133	Mrs. Richmond - 305 (8X Eng)
Mrs. Foster - 201	Miss Storey - 304 (Sp Ed)	Mr. Majher - 138 (Art)	~~Mxxxx Rickxxxx 220 (Rick~~	Mr. Brinkley - 131 (Ind Arts)	Mrs. Mumford - 218 (Reading)
Ms. Pantas - 103		Mrs. Edwards - 137 (Art)		Mrs. Ricks - 220 (Sci)	Ms. Seay - 110 (Math)
Mrs. Thorne - 303 (Y Eng)	Mr. Logan - 312 (US His)	Mrs. Dandois - 136 (Art)			Mr. Wright - 124 (Alg 1)
Mrs. Goodwin - 126 (Hm Ec)	Mrs. Goolsby - 123 (Hm Ec)	Mrs. Robinson - 309 (Wd Geog)			Ms. Pucillo - 204 (Drama)
Mrs. Carter - 223 (Grl Chorus)	Mrs. Lee - 207 (Rem Eng)	Mrs. McCaffrey - 308	Mr. Easley, Mrs. Bacote, Mrs. Lee - Planning Rm_____	Guidance	
Mrs. Scott - 108 (Alg 1 Pt 1)	Mrs. Carter - 223 (Guitar)	Miss Lucy - 104 (Math)		Mr. Powell - 115 (Wd Geo-Gr. 9)	
Mr. Wright - 124 (Geo, Gr. 9)	Mrs. Hicks - 105 (8Math)	Miss Frenck - 313 (Wd Geo-Gr. 9)		Mrs. Wells - 315	
Mr. Jones - 130 (Ind Arts)	Mrs. Bembry - 135 (Wd Shop)			Mr. Easley - 117	
	Library			Mrs. Summers - 118	

OTHER SHOTS NOT SCHEDULED

1. School Building
2. Cafeteria
3. Boys' Gym
4. Girls' Gym
5. Mrs. Hicks and Miss Lucy together as a team
6. Band in uniform, night of December 16 in concert or December 19, assembly

NEWPORT NEWS INTERMEDIATE SCHOOL
3100 Huntington Avenue
Newport News, Virginia 23607

March 2, 1976

Dear Parent:

According to our information you have a son or daughter who will be entering Newport News Intermediate School next year for the first time. It is a pleasure for me to invite you to Newport News Intermediate Night Monday, March 15, 1976, at 7:30 in the school Auditorium.

The move from the elementary to the intermediate school is a big one and requires adjustments to new programs and school. We realize the importance of you assisting your child in the transition from one school level to the next and also know you will need to be well informed about the new school and curriculum in order to help your child make decisions which will affect his education for the coming years.

A special program has been designed to provide parents of all rising eighth grade students with information about the total school and programs. School personnel, parents and students will be participating in the program. The program is designed for parents but students are welcome to attend. Other programs have been designed and scheduled for student's information and orientation.

I will appreciate you attending this very informative meeting. If we are to work towards a smoother and more effective transition for your child, it is necessary to begin as early as possible. It is most important that you be sufficiently informed of the new school and total school programs in order to provide the proper guidance and assistance as your child registers for next year's classes.

The parking lot directly in front of school at Huntington Avenue and 31st Street is available and best located to accomodate all parking. Turn right on 31st Street and drive in the entrance at mid-block. Hope you will be able to attend this parent orientation program.

Sincerely,

John W. Kilpatrick,
Principal

bd

APPENDIX GG

PARENT ORIENTATION EVALUATION QUESTIONNAIRE

Parent,

Please take a few minutes to respond to the questions listed below in order that we can determine the effectiveness of the parent orientation program. Just check the appropriate blank indicating your feeling on each question. Thank you.

John W. Kilpatrick,
Principal

N/A	NO	YES	
2%	____	98%	1. Do you feel this kind of program was helpful in orientating you to Newport News Intermediate School?
____	____	____	2. As a result of the program do you now have more information about and a better understanding of:
6%	____	94%	a. required courses?
10%	2%	88%	b. elective courses?
18%	14%	68%	c. grouping and placement guidelines?
9%	1%	90%	d. school regulations?
11.5%	8.5%	80%	e. the student activities programs?
14.5%	15.5%	70%	f. course descriptions:
15.5%	18.5%	66%	g. course level offerings?
			3. As a result of the orientation program, do you feel you can better counsel with your child about:
11%	3%	86%	a. the school programs?
12%	7%	81%	b. course offerings?
	2%	98%	4. Would this kind of orientation program be helpful every year to parents of rising eighth grade students?
1.5%	4.5%	94%	5. Do you now have an insight into school organization and the operation of the school and programs?
9%	3%	88%	6. As a result of the orientation program, do you feel that you will be better able to assist your youngster in making decisions about course selections?
4.5%	4.5%	91%	7. Do you have a greater understanding of the curriculum than you had before attending the orientation program?
			8. What were questions you had after the program that needed answering?
			9. Please feel free to comment or make suggestions.

December 3, 1975

MEMO TO: Certain Teachers

FROM: John W. Kilpatrick

SUBJECT: Collection of Student Information for Articulation

An aritculation program which contains a variety of objectives is being developed between Newport News Intermediate School and its feeder elementary schools. The purpose is to effect a smooth transition of student movement between the two organizational levels.

One of the objectives is to have some of our present students return to the elementary feeders and describe problems which they encountered at Newport News that prevented quick adjustment to their new school. In order to determine these problems and to provide a basis for organizing a program to be presented to the feeder schools by Newport News students, please administer the questionnaires attached according to the schedule. There has been an attempt to ascertain a cross-section of the students at Newport News both at the eighth and ninth grade levels.

SCHEDULE

Teacher Name	Classes to be given questionnaire
Mrs. Betty Scott	5th period
Mrs. Jacquelyn Seay	1st period
Miss Celesta Lewis	1st period
Mr. Robert Wright	1st period
Mr. Don Athearn	4th period
Mrs. Betty Hicks	1st period
Mr. Joseph Old	1st period

STUDENT ACTIVITIES EVALUATION QUESTIONNAIRE

N/A	NO	YES	
1%	22%	77%	1. Do you feel that you know how the activities program is organized and operates?
____	12%	88%	2. Did the program provide you with an insight into the student activities program?
____	4%	96%	3. Did the program familiarize you with the kinds of activities that are available at Newport News?
			4. As a result of the program do you feel you know:
1%	10%	89%	a. What is expected of you as an eighth grader?
____	6%	94%	b. Some of the basic school rules and regulations?
1%	5%	94%	5. Do you feel you can assume individual responsibility?
			6. Do you feel you:
3%	5%	92%	a. Know what will be required of you at Newport News?
4%	5%	91%	b. Can be successful at Newport News?
			7. What were the questions you asked or wanted answered after the program?

_____

_____

_____

_____

COMMONWEALTH of VIRGINIA

STATE DEPARTMENT OF EDUCATION
RICHMOND, 23216

April 30, 1976

Mr. John W. Kilpatrick
Principal
Newport News Intermediate School
3100 Huntington Avenue
Newport News, Virginia 23607

Dear Mr. Kilpatrick:

This is to acknowledge receipt of your practicum which establishes the model of articulation between the 7th grade feeder and intermediate schools, the handbook containing the secondary school articulation model, and your letter requesting a review and evaluation of both documents to determine their validity by an external evaluator.

I have spent several hours reviewing both documents. It is my professional judgment, based on my analysis of them, that you have developed a complete, thorough, and valid model for establishing communications between professional staff members who work at various organizational levels and provisions for a smooth transition of student movement as they progress from one organizational level to the next.

To my knowledge this represents one of the first formal models of school vertical articulation within the state. You are to be commended for your work and leadership in this area. I further feel that the model is adaptable and can be used by other school systems who are experiencing similar problems in school articulation.

You are extended my best wishes for much success with the program.

Sincerely,

Robert B. Jewell

Robert B. Jewell, Ed.D.
Supervisor of Junior High Schools

RBJ/dc

COMMONWEALTH of VIRGINIA

STATE DEPARTMENT OF EDUCATION
RICHMOND, 23216

April 27, 1976

Mr. John W. Kilpatrick
Principal
Newport News Intermediate School
3100 Huntington Avenue
Newport News, Virginia 23607

Dear Mr. Kilpatrick:

I have reviewed your practicum and the articulation model for secondary schools and find them very complete and thorough. The various objective dimensions of the model should make it very appealing, and worthwhile for fellow principals in other school systems to duplicate.

The model is clearly laid out and easy to follow. You have shown a definite need and very thoroughly developed programs to meet those needs. In addition for each program you have very succinctly given the purpose for which it was intended, the organizational and planning requirements necessary to get the job done, and clearly put forth the duties and responsibilities of each individual involved. Your narrative description of the implementation phase is good as it leaves no room for doubt among those who may wish to use the model.

In short, it is my opinion that the model will prove very valuable and helpful for school systems who wish to begin to solve this problem of articulation.

Sincerely yours,

James H. Stiltner
Supervisor
Secondary Education

JHS/dmm